

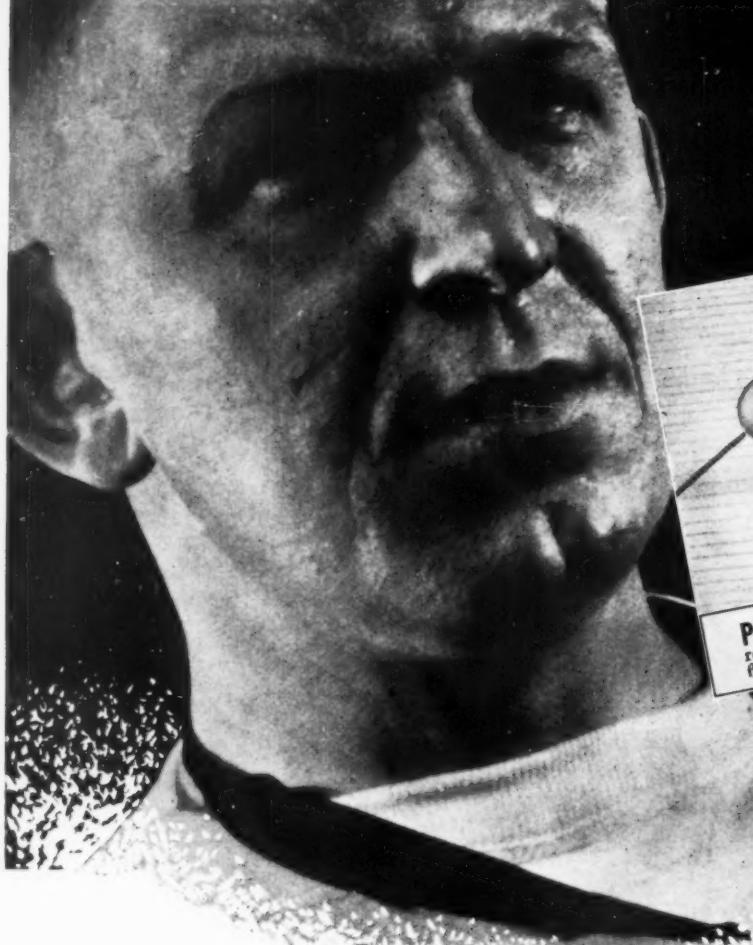
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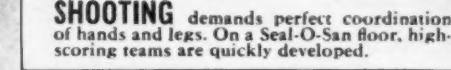
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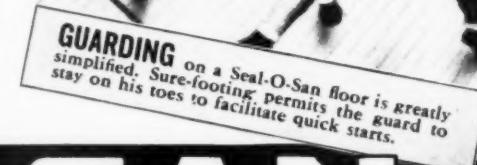
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# BULLETIN..

## TIPS ON TUMBLING

BY COACH JUDD

### DIVE, HEADSTAND AND KIP

From a stationary position the performer bends from the waist and dives forward in jack-knife fashion, with the posterior slightly elevated and the head not too far behind the outstretched arms. If the dive is too long, the weight of the body will be so far back that the arms will never get a chance to maneuver the head and legs into position for the kip. As the legs start swinging upward, the forehead is pressed to the ground by muscling down with the arms. A wide arm spread and straight back insure fine balance at this point. When the legs are parallel to the ground with the weight of the body just barely tipped to the rear, there is an imperceptible pause before the start of the kip. The legs are then kicked upward and forward, sided, simultaneously, by a strong push-off with the arms. Coming down the body is arched, the head thrown back and the knees slightly bent. Just before touching the ground, the knees are drawn up under the body and the arms violently flung upward in an effort to throw the weight of the body as far forward as possible. The combination of drawn knees, deep arch and arm fling keep the posterior well off the ground. As soon as the feet touch the ground, the momentum of the body carries the weight forward and after straightening up the stunt is finished.



LESLIE J. JUDD  
*Professor of Physical Education  
and Gymnastic Coach  
SPRINGFIELD COLLEGE*



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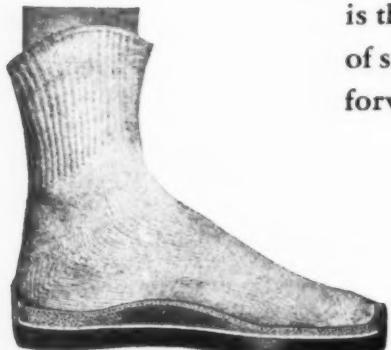
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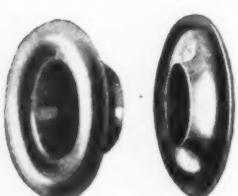


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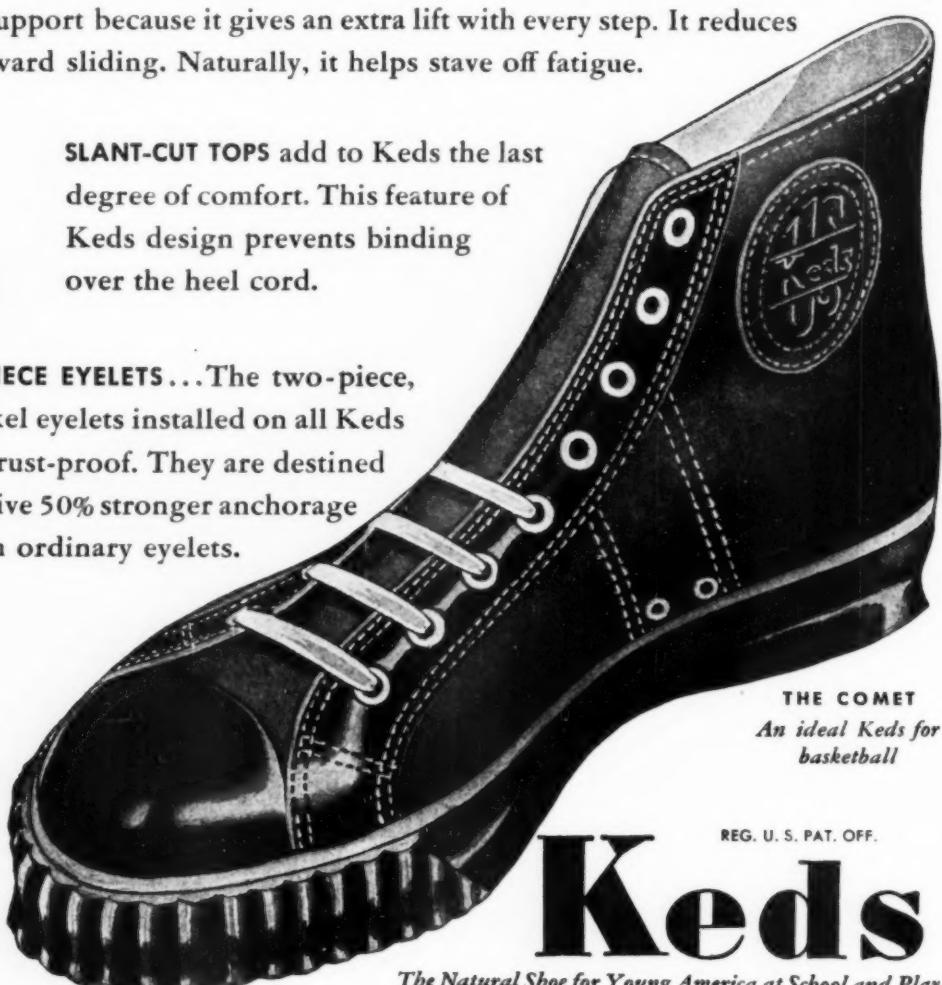


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# SCHOLASTIC COACH

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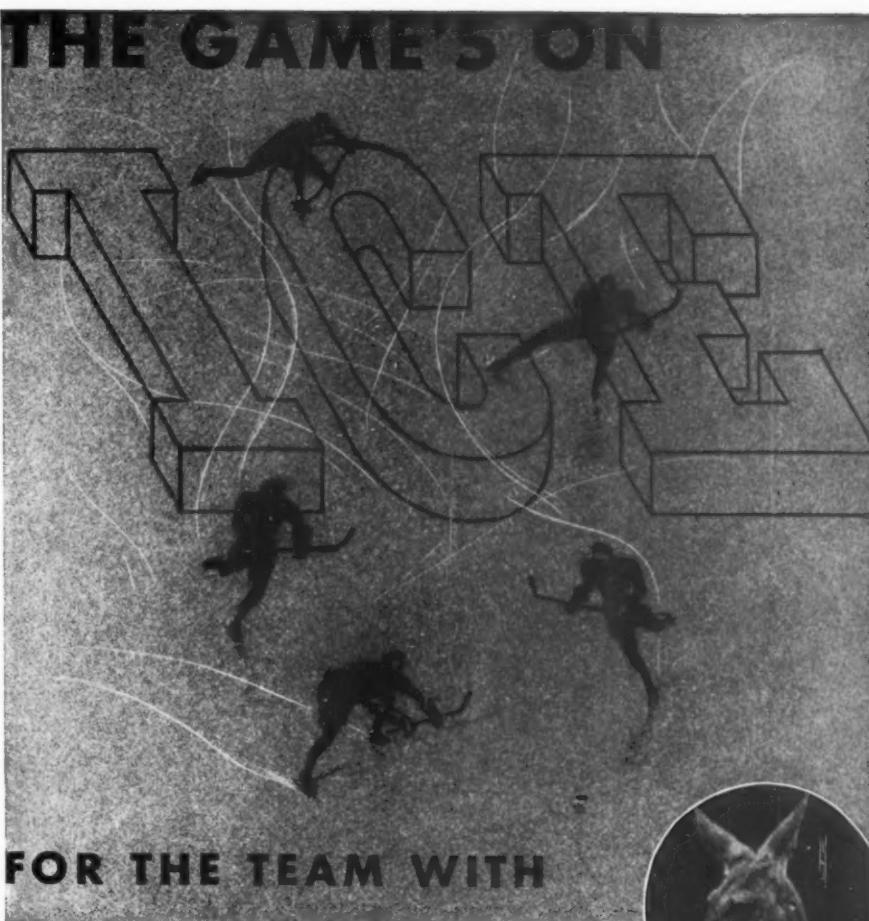
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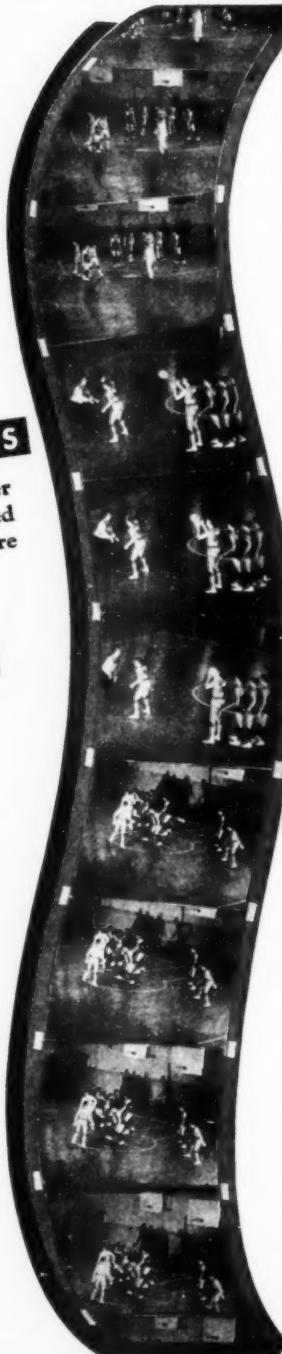
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# Here Below

## **Officials Road Rocky and Pickings Lean. Cleveland Proposes—No Sun, No Football**

**R**EMOVED from subversive influences even the most rabid referee-baiter may be prevailed upon to shed a tear over the plight of the men in white pants—the football officials. It seems that they are "only human after all," are really amateurs at heart (but rarely ever—?—in ability), and that it is grossly unfair to suppose that they line annually their pockets with gold.

What arouses our Indian summer interest in the gentlemen in white pants is the contents of the mail that came to our desk the other morning, revealing two studies that have recently been made on high school football officials, their mode and manner of living, and what they do with all the money the public thinks they make.

The one study, by W. A. Hazelton of the Better Officiating Committee of the New Jersey Football Officials Association, presents a financial statement of the average football official working New Jersey high school games. The other study deals with the vocations of officials in Illinois, and comes from H. V. Porter of the National Federation.

Hazelton reports that the average football official works about nine games a season and will indeed be fortunate to receive a fee of \$15 per game or a total of \$135 for the season.

These are gross figures. To arrive at his net earnings it is necessary to deduct a number of items: transportation, \$5; laundry, \$4.50; Association dues, \$4; miscellaneous, \$5—total \$18.50. The average net income thus melts to \$116.50. In the relation of income to hours worked, we find the average official working 82 hours a season. His working hours can be broken down as follows: games, 36 hours; meetings, 29 hours; and rules study, 17 hours.

Thus the mathematical conclusion

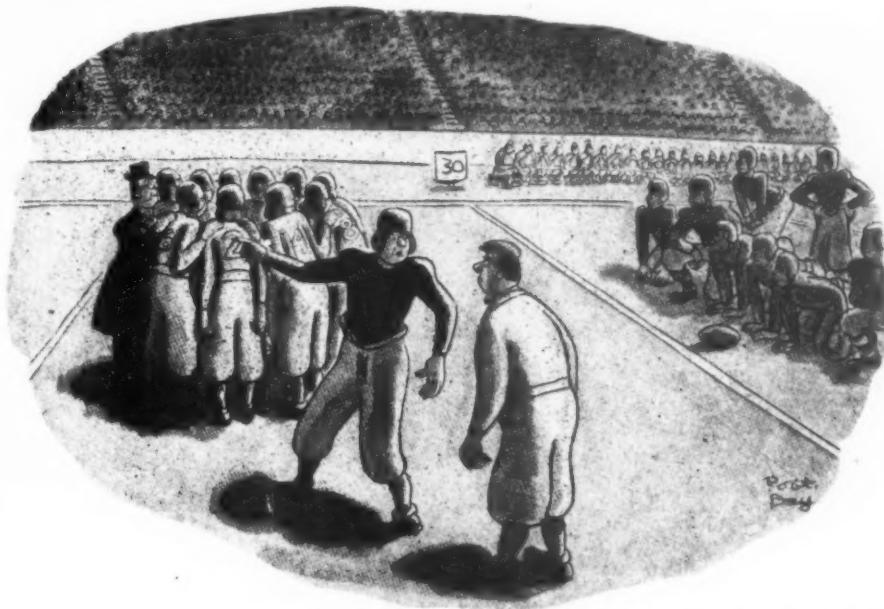
is that the average official works 82 hours to receive \$116.50. This represents \$1.42 an hour which, when equated to a five-day, 35-hour week, comes to \$49.70 per week. Considering the short season, limited earning

letic or playground directors; 150 coaches; and 281 classroom teachers.

The high percentage of school men is to be expected since the ability to control game situations is similar to the experience controlling class room activity.

We were impressed by the diversity of occupations of the Illinois officials. The list shows 20 reporters, 105 salesmen, 7 restaurateurs, 10 in the butcher-baker-driver category, 8 barbers or ushers, 5 undertakers and 2 ministers. But nary a banker.

Porter believes that the overlapping of officiating, coaching and school administration is a healthy thing. If the officials were a group entirely apart from school work, Porter feels that there might be a tendency to demand fees out of proportion to the amount realized by the school. On the other hand, school men without first-hand knowledge of the problems of the official, might force fees so low that high grade men would soon be driven out of the profession.



"Who, him? He's our radio sponsor." Courtesy *New Yorker*

power and the responsibilities involved, officiating cannot be considered an easy road to riches.

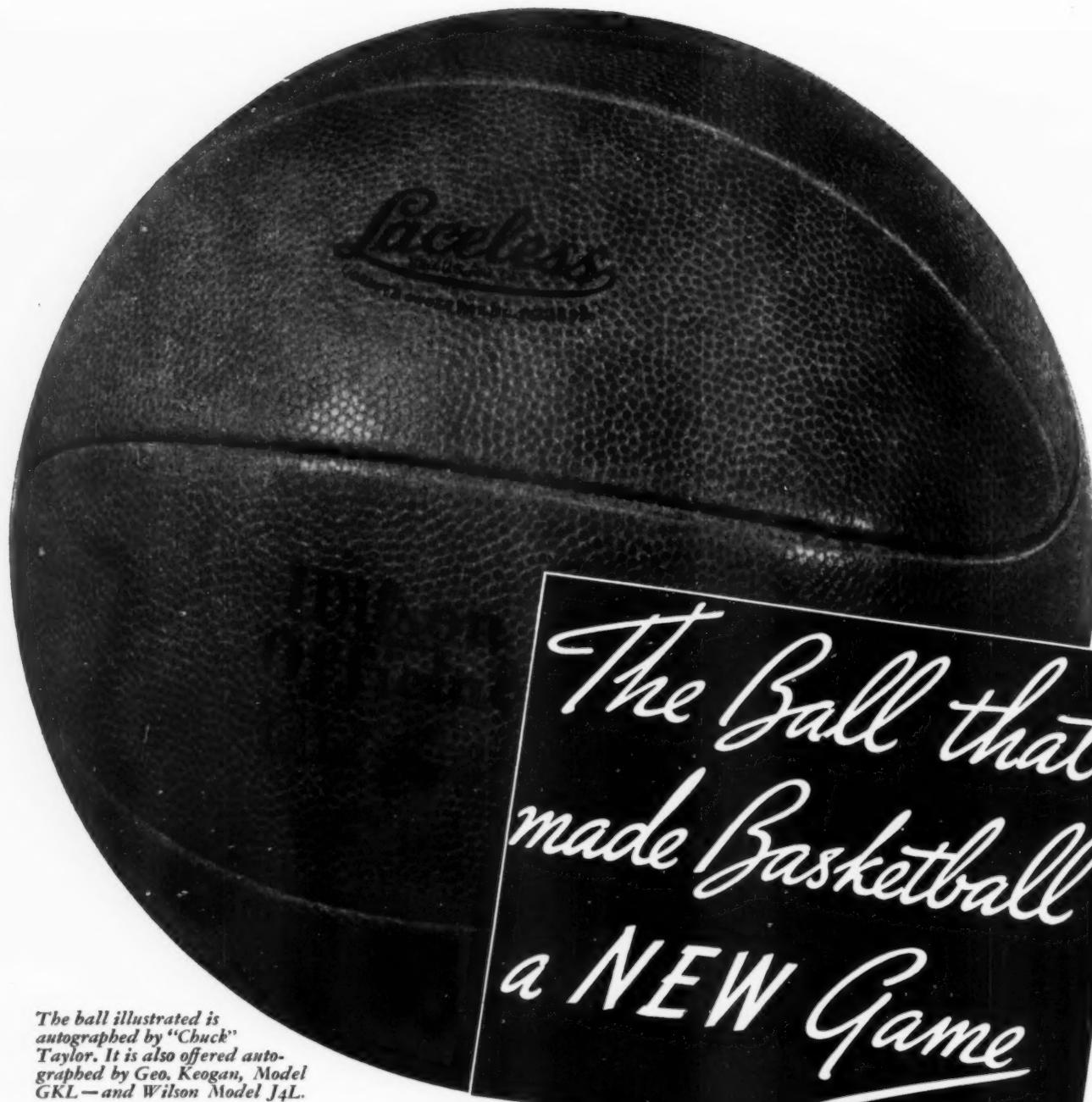
**H.** V. PORTER admits the slight monetary reward, but makes the added point that officiating should be regarded as an avocation rather than a vocation. The majority of men are in it for the contacts and for the increased physical fitness that comes from remaining active.

To determine the background of officials, Porter conducted a survey among 1000 of the registered officials in Illinois. As expected, school men constituted the majority, 651 or 65 percent. Of this group, 108 were principals or superintendents; 110 ath-

**F**ROM Cleveland comes news that the high school principals there are lining up *en masse* behind a proposal by Floyd A. Rowe towards postponing football games during inclement weather.

In a memorandum to the principals of senior high schools, Rowe, who is directing supervisor of the Bureau of Physical Welfare and treasurer of the National Basketball Committee, deplores "the spectacle of two high school football teams struggling for supremacy in a game that requires skill, intelligence and physical ability, under weather conditions which positively preclude the possibility of a fair decision, is in and

(Concluded on page 33)



The ball illustrated is autographed by "Chuck" Taylor. It is also offered autographed by Geo. Keegan, Model GKL—and Wilson Model J4L.

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## WEAPONS FOR INDIVIDUAL OFFENSE

By S. G. Schneidman

Seymour Schneidman played three years of varsity basketball under Nat Holman at the College of the City of New York from 1934 through 1937. In his description of various individual offensive tactics, he writes strictly from the offensive player's point of view.

**O**N OFFENSE almost every basketball team employs a definite, preconceived system of attack. The coach carefully builds his machine during the pre-season period and then keeps conditioning it to sustain its power. There are basketball men, however, who argue that a set offense lacks imagination, stifles individual initiative and is too easy to bottle up by a carefully planned defense.

In rebuttal, there is the supposition that a set method of attack is best for a high school team because the players are too young and inexperienced to go 32 minutes on their own; that minus a set attack a team may lose heart when behind in score as the players do not know beforehand just what they are going to do when they next gain possession.

No matter what the system, the coach can always strengthen the effectiveness of his offense by incorporating into every player's game certain tactics which the player as an *individual* and not as a cog in the machine can utilize to advantage against a weakness in his opponent's defense. With certain players who are naturally fast and shifty or who have quick reactions, it is relatively

simple to capitalize on these talents. But almost any player, no matter how limited his natural ability, can be taught certain maneuvers.

Too often the coach may be so busy polishing his team attack that he neglects, or finds time too limited, to build up each individual's store of resources, or, in the vernacular, bag of tricks. Physical factors being equal, the difference between the average basketball player and the outstanding one is mainly a matter of resourcefulness. The ordinary player will play according to the "book," fitting into the team attack like an automaton and placing implicit faith in the system to create scoring opportunities.

Ordinarily his confidence in the system may be justified but what happens when the defense is so strong that set plays cannot click? Usually the boy will become bewildered, uncertain of himself and, most important, may lose confidence in the team. When this happens the game almost inevitably is lost.

First, what should the offensive player do the moment the game is under way? He must determine the style of defensive game employed by the man who is covering him. As soon as his team obtains possession of the ball, the player should maneuver himself into a corner and from there proceed to unravel the guard's game. The guard will definitely commit himself as to the room he gives you (assuming you are the offensive player). By feinting in different directions and then coming back to the original position a rather clear picture can be drawn of the guard's defensive skill. After observing his method of defense, use your bag of tricks accordingly.

### Back Feint, Inside Pivot

After a full pivot from a position close to the basket, the average ball-handler usually shoots or dribbles in from the outside. The feint and lunge to the inside is calculated to take advantage of a natural tendency by the guard to overshift in the direction of the pivot. Here the offensive player takes a pass from the side and pivots to his left, holding the ball in both hands. In the fourth picture the guard, who has been cautiously playing him deep, definitely commits himself to the left. After lunging to the side on the right foot, the offensive player swiftly switches the ball to his left hand (fifth picture) and dribbles inside and past the guard. His first step is a long, cross-over one on the right foot. Note how the ball-handler lowers the right shoulder in the last picture to shut off any possible approach to the ball by the defensive man.

### The "sneaking game"

For example, discovering that your man turns his head to follow the ball, you definitely know that he is a weak defensive player. The very next time he turns his head, break directly for the basket and before he can turn around to play you again, you should

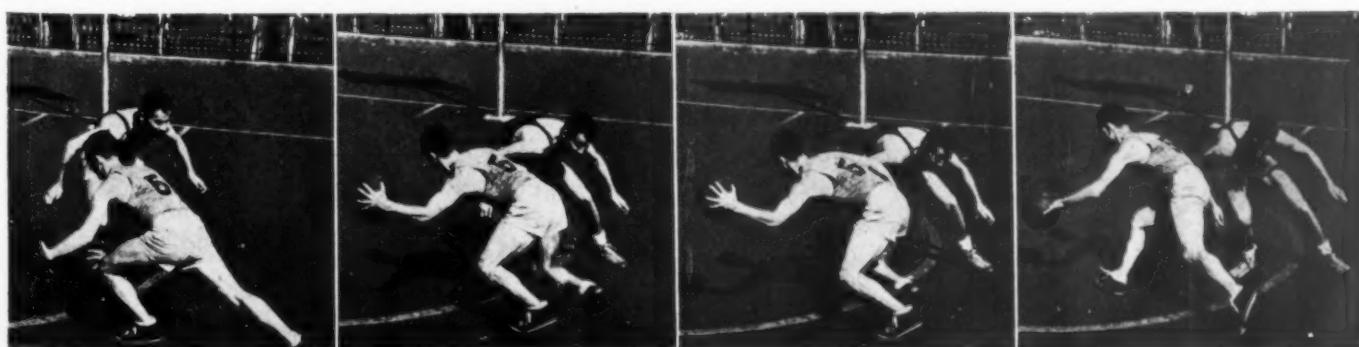
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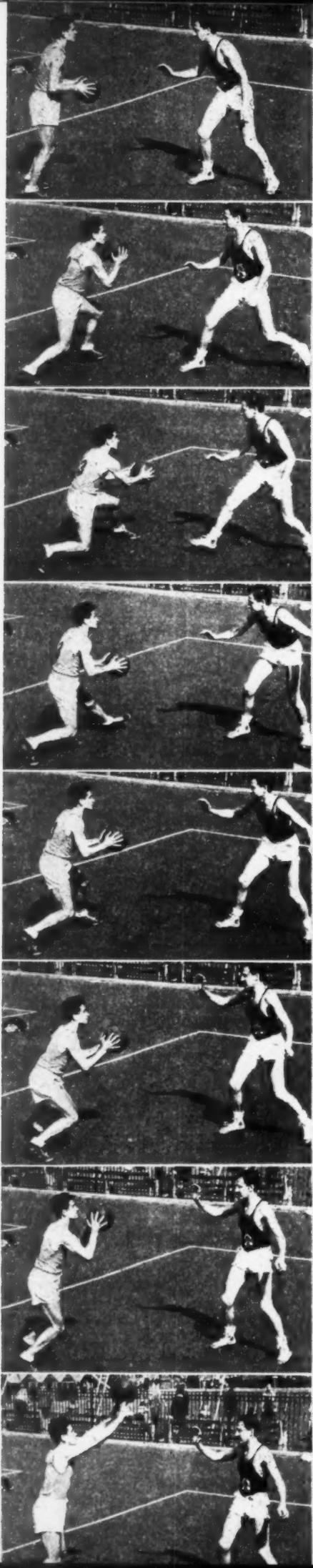
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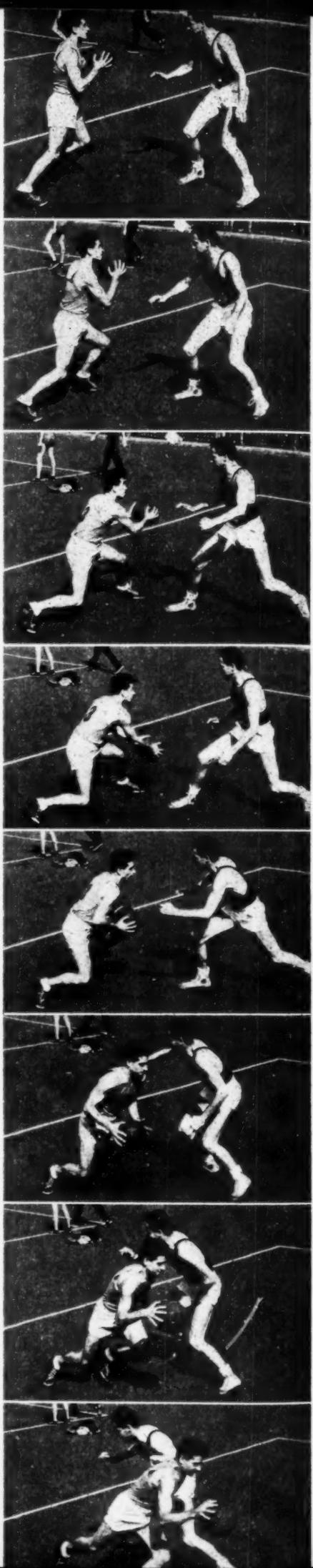
## Shot and Fake

### Left: Feint and Shot

PERCEIVING that his guard has edged in too close for comfort, the offensive player postpones a contemplated shot to experiment. Holding the ball in both hands, he lunges deeply with the ball and left foot. The guard refuses to swallow the bait but steps back slowly first with the left foot and then with the right. As the ball-handler starts the recovery in the fourth picture, the guard is balanced evenly on comfortably spread legs and with outstretched hands awaits further developments.

The offensive player realizes that the guard is too alert to fake out of position, so he steps back and calmly fires at the basket. Note the position of the hands throughout the entire sequence. Not once does the grip change. By grasping the ball in this fashion, the player can pass, dribble or shoot without taking time to re-adjust the grip.

This feint and shot is an excellent tactic against a tenacious guard who plays a pressing game and refuses to be shaken off by various fakes and shifts. By feinting before shooting, the offensive player may retreat the guard long enough to enable him (shooter) to get off a shot. The player employs a type of push shot from the chest very difficult to prevent under any circumstances.

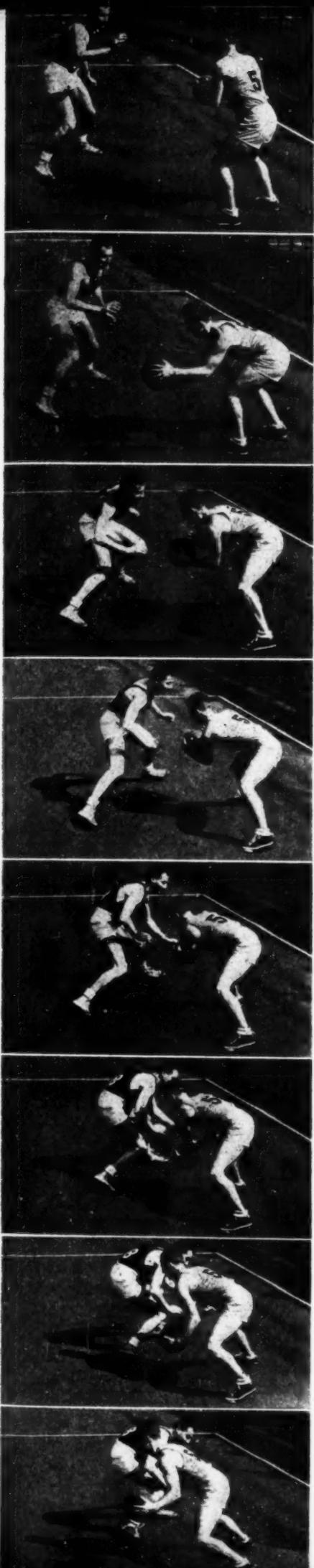


### Right: Feint and Go

LUDED into a false sense of security by the inability of the offensive player to get around him the first time, or perhaps upset by successful long shots, the guard makes the fatal error of rushing this resourceful player.

The latter fakes a drive to the left by lunging with the left foot and ball. The guard steps back on the left foot but this time attempts to outwit the ball-handler.

As the offensive man starts coming back with the apparent intention of getting set for a shot as before, the guard steps in close to hurry the shot or discourage the man from shooting. Quickly, the offensive player cross-steps with the left foot—the same foot he feinted with—and dribbles inside the guard to the basket.



be laying up the ball for a basket—with just a little help from a feeder.

It is simple to elude a defensive man who plays the ball instead of the man. It requires neither speed nor shiftiness, just ordinary alertness to cut the instant he turns his head. If the break is delayed the defensive man may recover quick enough to pick you up. The kind of game played by the offensive man against a defensive player of that type is called the "sneaking game." Although appearing unconcerned about his presence, you're watching him constantly out of the corner of your eye, waiting for a slip.

On the other hand, suppose you draw a man who doesn't turn his head but has some other defensive flaw. What then? If a man gives you more room on one side than on the other, immediately you have a choice of maneuvers.

#### *Against an overshifted man*

Perhaps the best method to break away from a man who is playing too strong to the right, is the right-left feint. Simultaneous with a pass from a teammate, lunge toward the basket on the right foot, thrusting the ball forward with the apparent intention of dribbling. Usually the defensive man will respond by backing up and edging over still more to the right. As soon as he does, recover as much as is necessary and go through on the left side on the same foot you feinted with.

But that isn't all. In order to perfect this play it is imperative to keep low when going through. The right shoulder is turned so that you are almost blocking your man off without establishing contact. Thrust the ball out and get a long first step.

If the defensive man gives more room on your left side, the ensuing strategy is exactly the same, only your play is with different legs.

#### **Double Feint**

The offensive player is set for a shot but decides to take a chance on faking the guard out of position and dribbling in to the basket. In the second picture he fakes with the ball to the inside, but the guard is wary and gives just a little. The ball-handler then feints deeply to his right with the ball and right foot. The guard is sucked over and the set-up is complete for the dribble. The ball is switched to the left hand and the first step toward the basket is a long, cross-over one on the right foot (not shown in the pictures), similar to the step employed in the maneuver on page 7. If the guard has slow reaction time he may not fall for the second feint fast enough to allow the ball-handler enough room to dribble through on the inside. Against such a guard the offensive player should content himself with single feints.

Lunge with your left leg and ball, and dribble through on the same foot. Either the right-left feint or left-right feint, is just as effectively employed without possession of the ball.

The back feint is a variation of the aforementioned feint. While the back feint originates differently it has the same underlying principle. (For illustration of maneuver, see page 7.)

#### **Good shooter a threat**

A player with an accurate long shot not only is dangerous whenever he has an opportunity to get set, but doubles the threat of the rest of his game. One point is quite definite. If you are an excellent long shot, the defensive man is going to play close, or "dog" you. When he does, there are all the individual options previously described to feint him off-balance and go through. A pressing defensive man is twice as easy to fool as a man who gives you plenty of room. Then if your shot is good, you can start dropping them in whenever he does fall back. Thus, too much stress cannot be placed on the development of a good shot.

Shooting in basketball is equivalent to batting in baseball. To some it may come naturally, while to others it takes time and patience. But even the natural shot-maker must practice constantly to keep his "eye" in shape, just as the good hitters take their turn at batting practice every day.

Besides the proper technique of holding and releasing the ball, good shooting requires deep concentration. If you take a shot at the basket and miss, ask yourself what was wrong with the shot. Was it too long or too short? Was it more on the right side or on the left? Was it too low without enough arch? Did the ball have the proper spin? All these questions should be analyzed by the shooter until he starts showing a good average from various positions of the floor. Once the shot is perfected, the player should practice daily to keep his "eye" and to develop confidence.

Once a player gets the feeling that he can sink the shot no matter where he is in the front court, he has acquired an essential of good shooting—confidence. A player with natural ability, but without faith in himself will never be more than an ordinary shot.

#### **Fakes from shooting position**

There are several additional tricks that the better-than-ordinary set shooter can employ to advantage. If

(Continued on page 22)

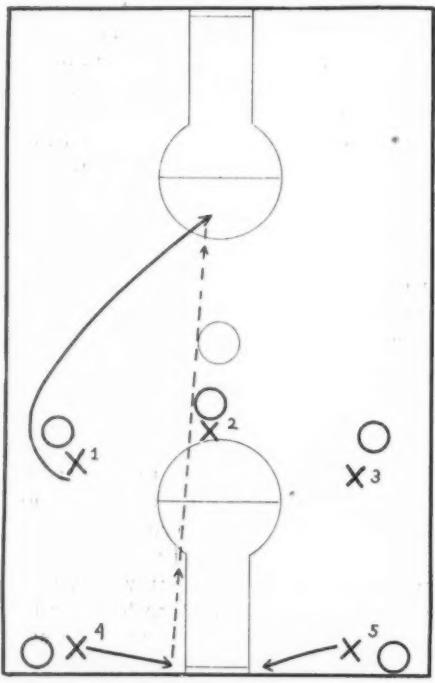
# From Coaching School Notebooks

## Jimmy Needles

Reported by Cliff Wells  
Logansport H. S.

**W**ITH the elimination of the center jump, offense will completely overshadow defense, declared Jimmy Needles at the Indiana Basketball Coaching School. Spend more time developing offensive power, advised Needles, who coached the 1936 United States Olympic champions and at present is coach at Loyola University in Los Angeles.

Game scores on the Pacific Coast have been much higher since this section of the country prematurely abandoned the jump at center several years ago. Now that the center

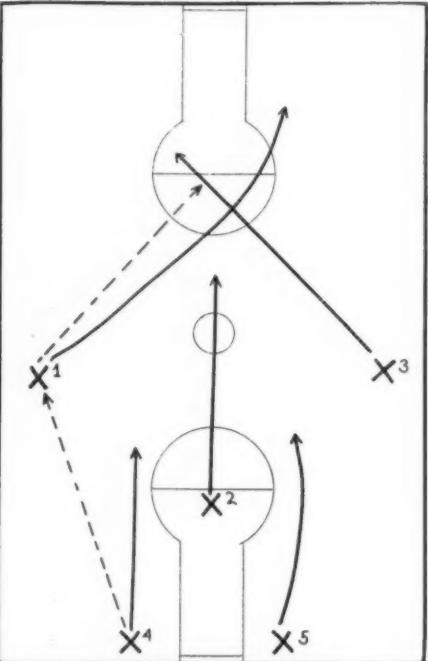


Diag. 1

jump has been officially legislated out of the rules, Needles expects the wide open game to increase in popularity all over the country just like it has on the coast, and swell attendance figures handsomely.

The new rule will make for more even scores as the weaker team will gain possession of the ball after every goal by the stronger opponents. There may be a natural tendency for the offense to relax after scoring and it will be wise for the captain, or some other player appointed by the coach, to keep the players on their toes by yelling "defense" after every basket.

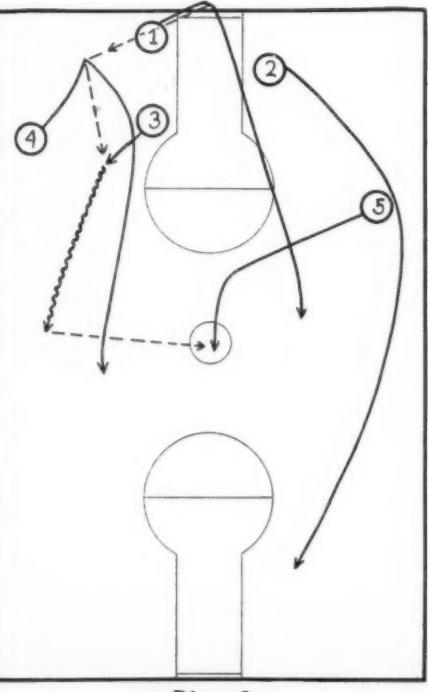
Teams will take advantage of lagging defenses by breaking fast after the opponents have scored. The wise coach may find it necessary to build



Diag. 2

up a back-court defense and develop a good rushing man-to-man defense that can spread and force the play when behind near the end of the game. Most coaches believe that the new rule will make for more man-to-man defensive play. When the defense spreads, a more wide open game results. Concentrate more than ever on shooting practice and drills to develop accuracy.

Needles diagrammed several methods of fast breaking as employed by far western teams. As an offensive player takes a shot in Diag. 1, X1

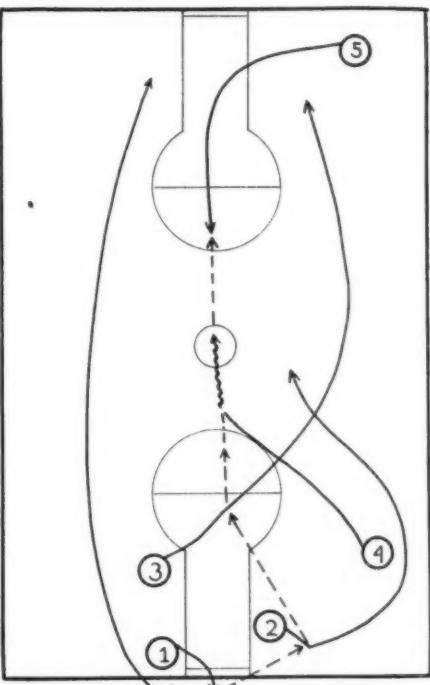


Diag. 3

breaks for his basket taking a chance on X4 or X5 recovering the rebound and throwing a long lead pass, or if the goal is scored X4 or X5 jumping out of bounds with the ball and throwing the same type of pass before the shooting team can drop back.

Diag. 2 is another fast-break set-up in which the two front men cross over. X1 and X3, after the offense shoots, wait out in the middle of the floor for long pass-outs from any one of the three back men. Should X4 recover and pass out to X1, X3 crosses over and receives the pass from X1. The latter follows his pass for a possible return pass from X3, or the pass may go to X2 as he drives down.

Needles included several set-ups popular in his section of the country after free throws. As the free throw is made in Diag. 3, 1 jumps out of



Diag. 4

bounds with the ball and passes to 4 coming in to meet the pass. No. 3 cuts over to the right, receives a pass from 4 and dribbles down the side under full steam. No. 5 cuts down the center of the floor for a pass from 3. He can then pass to 2 if the latter has shaken himself loose or dribble in himself. This play may be used on either side of the floor depending on which position 1 has along the free-throw lane.

Diag. 4 shows the possibility of having a man take a position as indicated by 5. No. 1 recovers the ball, steps out of bounds (if free throw is successful) and passes to 2 who then shoots the ball over to 3 cutting down the center of the floor. The latter passes to 4, who can either dribble in or pass to 5 coming out for the pass. If 1 or 3 breaking down the side-lines is in the clear, 5 can pass him the ball. No. 5 in this

position is always a threat on the receiving end of a long pass and his position deep in the opponents' back-court tends to spread their defense and prevents them from crowding too many players under the offensive basket.

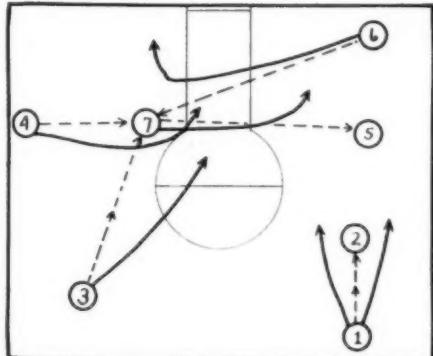
Plays like these are used when it has been impossible to throw one long pass into the front court or beat the other team back with the threat of a fast break. When opponents drop into defense immediately after losing possession this continual pressing calls for a short passing game by the offense, even under the defensive basket.

### Tony Hinkle

Reported by Joe Stanczyk  
Admiral Farragut Acad.

**T**OUCHING on the new type of game for 1937-38 in which the ball is to be put into play after a goal by the team scored against, Paul D. "Tony" Hinkle stated at the Northeastern University Coaching School that the elimination of the center jump "may trap a slow man between baskets. Wait for the play to come back and do not chase the ball up and down the floor," advised the famous Butler University coach.

Linking the elimination of the center jump with the increasing popularity of the fast break type of offense, Hinkle went on to say, "On going down-field on a fast break, the first pass should never be blind." After retrieving the ball off the back-board, do not bounce the ball when pivoting. The guard may be close enough to snatch the ball away on the bounce and lay it up for an easy basket, or a man who was momentarily free in the opponents' back-court may be covered while the rebounder was bouncing the ball. Look up quickly and let go.



Diag. 1

"This first pass," continued Hinkle, "is also a good one to attempt to intercept. It is often thrown to a definite receiver, and by intercepting this pass a team not only can gain possession of the ball but may disrupt the opponents' entire attack." Watch the opponents' fast-break set-up carefully; if they pass

out to the same man all the time lay for him. If your own team succeeds in outrunning the defense on a fast break, make sure to sink the basket or fall back very rapidly if the goal is missed, for the opponent left behind on the break is in a good position to score if the basket is missed and the ball is recovered by one of his men.

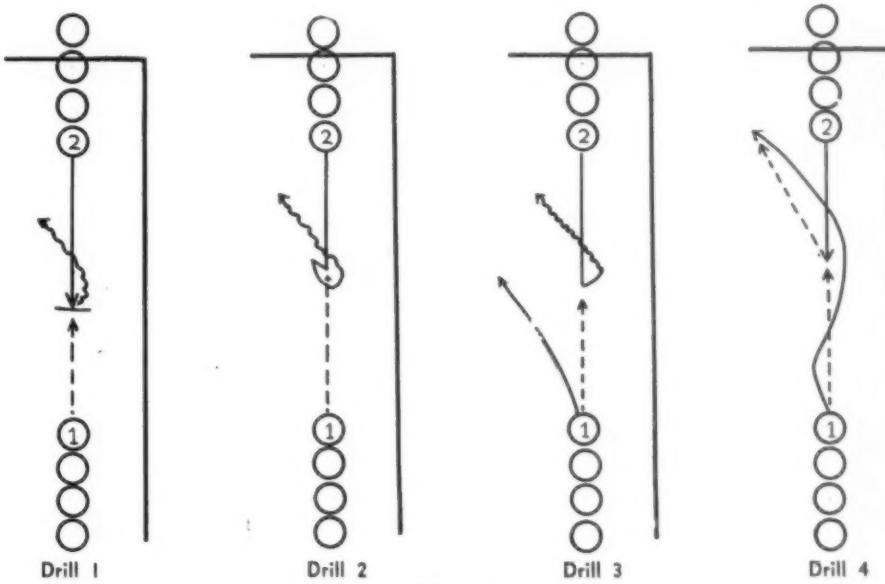
### On passing

A player in possession of the ball, stated Hinkle—who used his Butler team freely to demonstrate various techniques and fundamentals—first considers an individual offense. That is, he may (1) shoot, (2) fake a pass and dribble, or (3) change direction and dribble. If the defense is such that it does not permit any of

When the 3 and 4 players cut off 7 after passing to him, they do so in the hope of running their defensive men into this temporary pivot and shaking loose for a return pass from 7 under the basket. If 6, in passing to 7, or 7, in passing to 5, were to cut around the receiver they would remove themselves too far from the basket to be particularly dangerous.

### Combination drill

A simple combination passing, feinting and dribbling drill can be organized by dividing the players into two lines, setting up one line close to the corner about two or three yards from the side-line and the other at a point between the center of the court and the free-throw circle (Diag. 2). While the alignment is



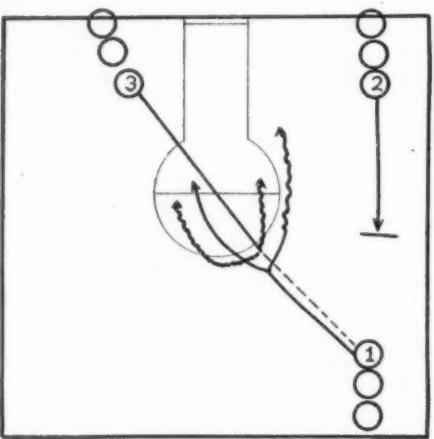
Diag. 2

these individual options, he must pass the ball to a teammate. This results in two-man maneuvers. Diag. 1 shows several types of passes from different sections of the floor and how the passer follows up his pass under ordinary conditions.

In the direct forward pass from 1 to 2, the passer has the privilege of running to either side of the receiver. The other passes in this diagram are thrown to a man (7) in a position close to the free-throw lane. On a diagonal cross-court pass toward the basket, 3 to 7, the passer cuts in front and then around the receiver. On a direct cross-court pass from the side toward the center, 4 to 7, it will be most advantageous for the passer to run outside and behind the receiver. For the reverse of this pass, from the center toward the side (7 to either 5 or 4), 7 breaks inside of his pass. If the ball is being passed cross-court and back, 6 to 7, the passer should cut back in front of the receiver and not around him.

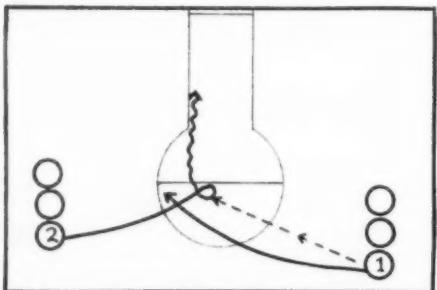
simple, the resulting situation is an actual game one. The 2 man breaks from the corner to the spot marked in the diagram where he receives a pass from 1. He has several options when he receives this pass. He can pull the left foot back and pivot to the outside as in Drill 1, or pivot on the right foot to the inside bringing the other foot around from the side-line and cross-stepping with the left—following up either type of pivot with a dribble toward the basket. A shifty ball-handler can also fake a pivot to either the inside or outside and dribble toward the basket from the opposite direction (Drill 2). Pivot on the left foot on a break to the outside, and vice versa on a dribble to the inside.

After a while, the passer (1) can start following his pass, as shown in Drill 3, cutting to either side of the receiver. If the latter pivots and dribbles, the cutter should break to the opposite direction to avoid the possibility of accidentally running



Diag. 3

his guard into the path of the dribbler. A smart, fast man can team up well with a clever receiver. When 1 comes shooting down the side-line on the outside of 2, the latter has two immediate options. He can hand the ball to 1, pivot to the right and follow up for a possible shot or a return pass by 1 dribbling in, or he can fake a pass to 1, pivot to the inside and whip 1 a pass under the basket (Drill 4). This maneuver has excellent scoring potentialities. All 1 needs is a step lead on his guard to break into the open under the basket. He may even run his man into 2, in which case the basket may be made easily. If 2's guard switches to 1, then 2 should dribble in himself to the basket. If the guard falls back only half-way toward 1 then 2 can get set for a shot.



Diag. 4

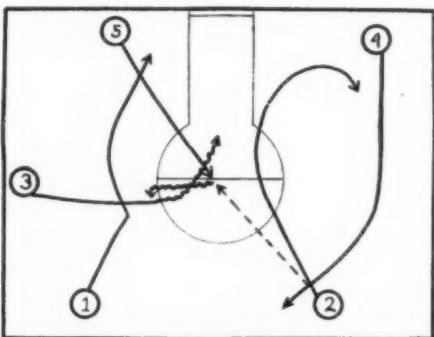
Though basketball is strictly a team game in which all five men must operate as a unit for any sort of sustained success, few coaches will object if two certain players find each other's style of game such that they can work together effectively as a team, providing of course they do not "hog" the ball or disrupt the smoothness of the team attack as a whole. The two-man drill outlined above is based on a type of game situation which two men who know each other's style can convert into many scoring opportunities. As 2 drives into the free-throw circle, 1 shoots him a short pass (bounce or direct) and follows up in the same direction. What happens after that depends upon the two men's versatility. 2 can stop, as shown in the diagram, pivot sharply and dribble in from the other direction or can pass to 1 coming around. The latter, of course, should attempt to run his man into the temporary pivot. When passing to 1, the pivot man should wheel and follow up in the opposite direction for a return pass in case of a fast switch or to follow up a possible shot by 1. The play must develop fast to avoid any infringement of the 3-second rule.

There are two important things to remember in these drills: first, if the 2 man doesn't come out to the designated position then 1 will have a difficult angle to make in order to get in to the basket; second, on a pivot the ball-handler should keep the ball hidden from the guard and the shoulder closest to him down low. When the passer starts coming around after his pass, defensive men can be placed on the offensive players to make the drill more difficult and as close to a game situation as possible.

With the introduction of the 3 man in Diag. 3, the drill closely resembles a regular three man scrimmage. 1 now fakes to 2 and shoots the ball over to 3 who has cut across diagonally from the side of the basket to a point close to and in front of the free-throw circle. 1 follows his pass and many interesting possibilities may result. 3 may pivot and dribble in from either direction—1 following up from the opposite direction. 1 can start cutting to the right of 3, and after drawing his man well out of position, swerve sharply down 3's left and take a pass from the latter under his basket. Or he can cut directly around 3—in both cases running his man into the pivot. 3 may occasionally take his position in the free-throw circle, moving out immediately after passing. If he is held up by cutting men, he can dribble out of the circle or pivot and shoot.

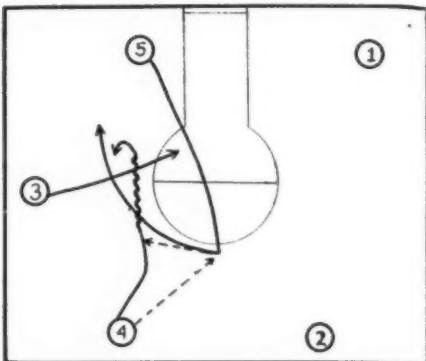
#### Hints at random

Keep an error chart of all the shots



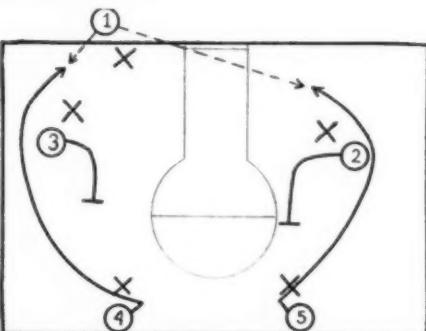
Diag. 5

This diagram illustrates the idea of weaving in and out of zones, and the incidental play shows graphically the value of the drills outlined in Diags. 3 and 4. As 5 moves up to the foul line to take a pass from 2, the latter cuts in the direction of his pass but swerves into the corner while 4 vacates the position to protect the back-court. Meanwhile, 5 quickly dribbles out of the free-throw circle and sets up a play for 3 who cuts around him, receives a short pass and dribbles into the basket. Note how cleverly 1 maneuvers himself. As he cuts toward the pivot man, he is actually a threat for a pass but evidently is covered too well for a pass to get through. He then swings out slightly to create a momentary screen for 3. 3's defensive man may thus be run into X1, 5 or X5. 5 and 3 have all the individual options outlined in Diags. 3 and 4.



Diag. 6

The real attacking threat is cleverly concealed in this play. 4 passes to 5 who has moved from underneath the basket all the way up to the front of the free-throw circle. 4 cuts down court for a return pass. He dribbles rapidly, suddenly stops and sets up a play for 3 or 5. (This dribble is optional.) By carefully timing his break, 3 has an excellent chance to run his man into 4; 5's unexpected follow-up around 4 may also give him better than an even chance of shaking loose from his guard. So, a play that started out as a simple pass and cut now winds up with scoring threats from two unexpected sources.



Diag. 7

A somewhat unusual set-up for an out-of-bounds play under your own basket. 2 and 3 break toward the middle, then move up the court and stop, 4 and 5 start their breaks simultaneously down the center, but shift and swing to the outside. Either man may receive the pass from 1. 2 and 3 are clearly entitled to their position on the floor and no foul is incurred if X4 or X5 run into them.

Made, both in practice and during a game. In this way try to maneuver each man into the position on the floor from which he can shoot best. Scatter the men over the floor but still keep the alignment balanced, as this helps when thrown suddenly on defense. One out of three is a fine average for shooting. Have the boys strive for this ideal.

Against a man-to-man defense, the men do most of the moving, not the ball. Place two men in one zone against a zone defense and maneuver around so that the defensive men cannot shift zones. Work the ball down the middle. Once past the front line, the offense should find little trouble with the zone defense. The zone is good against a poor offensive team.

Try to keep an eye on the ball and your man at the same time. At But-  
(Continued on page 32)

# SEQUENCE PLAY IN BASKETBALL

By Arthur Stenius

We usually think of sequence play as the brain child of football coaches; very rarely do we hear of such a thing in basketball. Yet Arthur Stenius who coaches the Western High School quintet in Detroit, Mich., has built an entire offense around a system of sequence plays which he adopted out of necessity.

**A**LMOST every coach at one time or another has squirmed disconsolately on the bench watching a demoralized team lose all semblance of organization, and apparently forgetting every play and fundamental taught them. In basketball, especially, do high school athletes often lose the steadiness and poise which result from concerted and timed team play.

Each pause between plays in football affords a period of relaxation; each baseball inning a chance to get together and steady down. But, with possession of the ball changing in split-second time, the action of the game intensified by the size of the playing area, and swift switches from offense to defense and vice versa demanding continual mental and physical alertness, the very nature of basketball makes for loose play—especially among young and inexperienced high school players.

Often just one player is all that is needed to safeguard against a complete team collapse. A boy who is a natural floor leader can control the speed, timing and style of play of the entire team. But when a squad fails to produce such an individual, what can the coach use as a substitute?

Two seasons ago the writer was coaching a team that lacked a cool-headed floor man to direct and blend the team attack. True enough there was a team captain but he, like the others, lost his equanimity when the score was close or when they fell behind in the late stages of the game. From one of the pivot positions of a double-pivot offense, the captain signaled for set offensive plays whenever possible. Against weaker teams he was able to vary the attack and perform his duties well enough, but when the opposition was strong and the score close, he might play through an entire period and call only one type of play. The team was bound to suffer through this faulty court generalship.

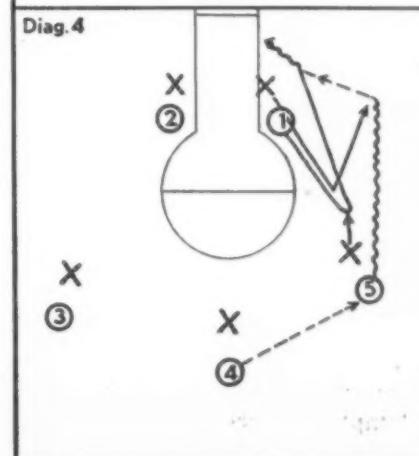
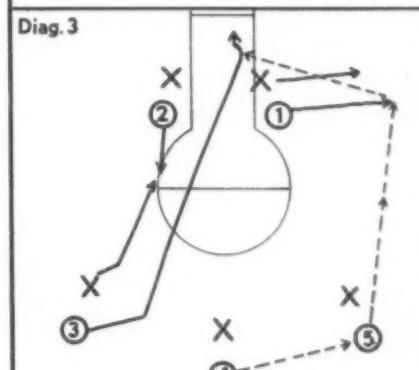
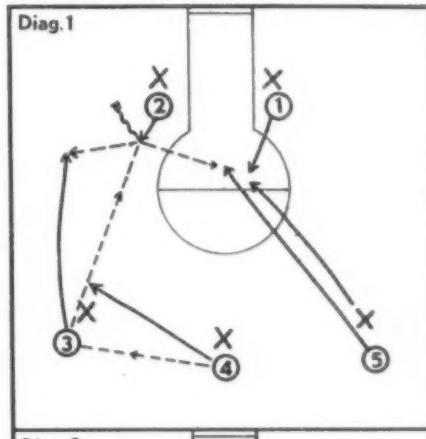
With a good team ready to fall apart for lack of a floor leader we searched for a solution but there seemed to be no substitute for lead-

ership. Finally we hit upon the following idea. Even under stress the players could count, of course, and if we numbered the plays and learned them in sequence, the entire plan of battle would unfold automatically with little more demand on the players than a counting process. At the time, beside tip-off and out-of-bounds plays, the team was using four set offensive plays, each of which could be worked on both sides of the floor. Accordingly the plays were numbered from one to eight and so arranged that a varied attack was made possible by working them in succession.

Whether a play failed or succeeded to score, the team was to go on to the next numbered play upon again securing possession of the ball. After running through the eight plays the

(Concluded on page 23)

A set sequence of offensive plays may offset the lack of a cool floor leader



## Double Pivot Plays

### Diag. 1

4 passes to 3, follows his pass and stations himself behind X3. As soon as 3 secures possession, I slowly drifts across the free-throw circle to set up a moving screen for 5 who drives down the center. Meanwhile, 3 passes to 2 and breaks to the outside, running his man into 4. 2 then has three possibilities. He can pass to 5 if X5 has been delayed by the screen or has bumped X1; he can flip 3 a return pass on the outside or pivot and take a shot himself.

### Diag. 2

As 4 passes to 3, 2 crosses the free-throw lane for a moving screen on X1 or possibly running X2 into X1. I cuts across the lane to take a pass from 3. Unless X1 and X2 switch quickly, I am in for an easy basket. Occasionally I can set up farther away from the free-throw lane to permit 2 to come across for a stationary screen.

### Diag. 3

After 4 passes to 5, 1 breaks toward the sideline for a second pass. Meanwhile, 2 has moved up just outside the free-throw circle for a screen on X3. 3 starts out laterally, pivots sharply and cuts down the middle close enough to the ball-handler to run X3 into him. If 3 is a fast man and has timed the play correctly he may be open for a close-in shot when he receives the pass from 1.

### Diag. 4

As 4 passes to 5, 1 moves up the floor calling for the ball. However he stops and assumes a stationary position behind X5. 5 delays momentarily and then dribbles quickly down the court, running his man into 1. If X1 does not switch to 5, the latter can continue to the basket. When X1 does pick up 5, 5 passes to 1 who has pivoted and cut toward the basket.

# CHARTING THE SHOOTING STARS

By L. R. Hirt

Borrowing a page from big business, L. R. Hirt, basketball coach and director of the department of physical education at Hamilton, Ohio, High School, relies heavily on periodical reports and charts to keep tabs on his basketball squad. His team last year waded through a 24-game schedule without tasting defeat, winding up with the state championship. They were exceptionally fine shots and scored 180 points, an average of 45 per game, in their four state tournament victories. Hirt outlines his system of charting and explains just why he considers it an invaluable coaching aid.

CERTAIN details that the average coach commits only to memory can be permanently recorded by the comprehensive system of scoring and charting that we employ at Hamilton High. The system retains many of the basic features of the ordinary scorebook, but a scorebook is too superficial and not searching enough for practical use as a check, for the simple reason that it never was devised to do anything but keep score.

Over a period of time the charts used at Hamilton enable the coach to follow the actual progress of the squad in relation to shooting accuracy from all parts of the floor and general defensive play. Together with a supplementary periodical report, these charts prove a valuable time-saving device and serve as an aid to the coach in organizing his future work.

Before elaborating on the mechanisms of the system, a bit of advice as to the selection of the chart keeper. The responsibility for the actual charting should be entrusted to a dependable person who has a thorough knowledge of the game. The information is too valuable to place the responsibility of obtaining it in the hands of a student. A member of the faculty would perhaps be ideal. At Hamilton we have been fortunate in securing the services of Clarence Young, who attends every game, gets the necessary information and compiles the notes in an additional compendious form.

### How the system works

The accompanying chart of the Hamilton-Dayton Steele game, which Hamilton won 41 to 18, is a typical illustration of Young's fine handiwork. The field goal attempts are marked on the exact spot on the floor where the player made his try. If the attempt is successful the player's number and a circle around it are

**Comprehensive charting system provides accurate check on all-round shooting ability and defense**

both connoted in red ink. If missed, the player's number is merely jotted down in black.

The free-throw attempts are charted on the foul line. The player is numbered in black. If he converts the foul he is given a red "F"; if he misses, a black "M." The personal fouls committed by the players in each quarter are counted at the top of the arch of the free-throw circle where the numbers are placed in black. The charts are arranged by quarters to enable the coach to get a better idea of the individual player's record at different stages of the game.

On surveying the chart the reader will note the great number of personal fouls (18) committed by Hamilton. This may be accounted for by the fact that the game was an early season one and that three of the players were also football men whose pre-season work in basketball was

**On the opposite page is a reproduction of a chart for the first half of the Hamilton-Dayton Steele game, won by the former 41 to 18. The Hamilton data is compiled on the large single floor form at the top of the sheet, while the Steele shots for the entire game have been charted under the section marked "Scout Chart." The names and numbers of the Steele players appeared on the second-half chart.**

abbreviated. From a coach's standpoint, however, the excessive fouling gives him something to think about.

The team was decidedly off in their set shooting and did not convert a single shot from a respectable distance. This also may be attributed to the fact that it was an early season game, but again it gives the coach something tangible to work on. However, the shots made were of the "bunny" type (from in close), a sure sign that the team was passing and working the ball through the defense.

Almost two-thirds of the shots, 29, were taken in the second half and seven of them connected for field goals. When these statistics are compared with those of the first half, in which the team accounted for eight field goals out of a total of 17 shots, the evidence shows that the team had not yet acquired the stamina to go through a game at full speed. Instead of working the ball

in as they did in the first half, the team was lying back and heaving long ones. Perhaps this wasn't due to a lack of stamina but rather by a tighter defense on the part of the opponents.

### Individual records

Now for a glance at the individual records. Towles dropped in five points for a fair scoring record, but he did not play a very aggressive game. No fouls were called against him and he drew only two fouls. His shooting average was very low, 2 out of 11, which necessitated plenty of drill on this fundamental during the following week's practice sessions.

Deinzer's record shows he played a very aggressive game, one full of scrap and punch. Note that three fouls were called on him during the first half and none during the second. This proves he was careful and using his head. The opponents fouled him five times, mute testimony of an aggressive, skillful game on offense.

Ott, a football player, covered Steele's best offensive man, who proved too much for him. Ott went out on four personals in the first half. However, his defensive work improved immensely as the season progressed and he was chosen an all-state guard at the end of the season.

Beer's record was consistent and showed he was playing heads-up ball. Perhaps he did not shoot as much as he should have or work himself into position for shots, but he reported late as a result of football and was content to do most of the feeding.

The most pleasant surprise was Larison, a 6 ft. 4 1/2 in. sophomore starting his first varsity game. He played a very aggressive game, was calm under fire and gave advance notice that he would be a valuable asset to the team for the rest of the season. Munz, the regular, all-state center, played only a few minutes.

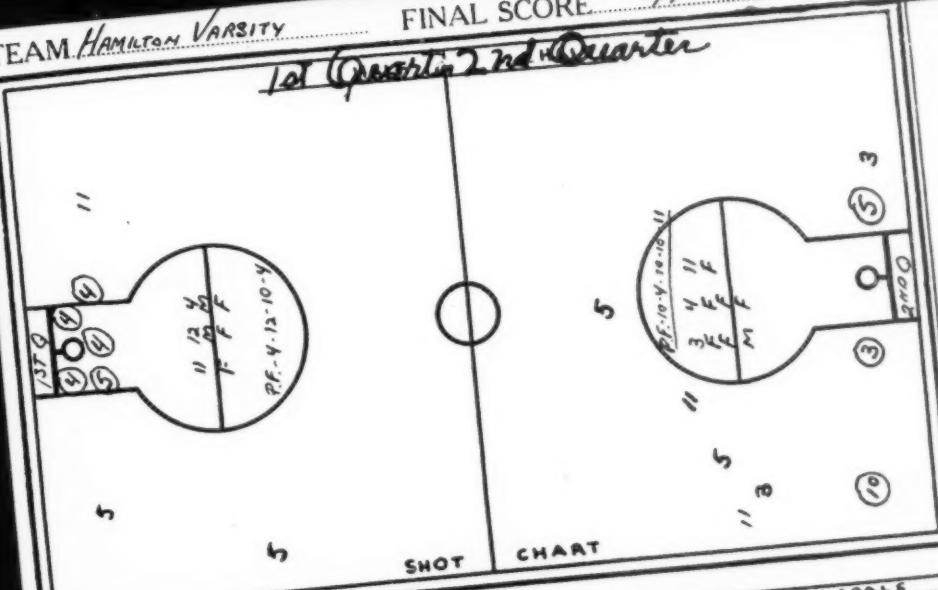
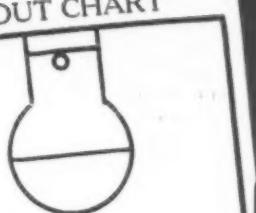
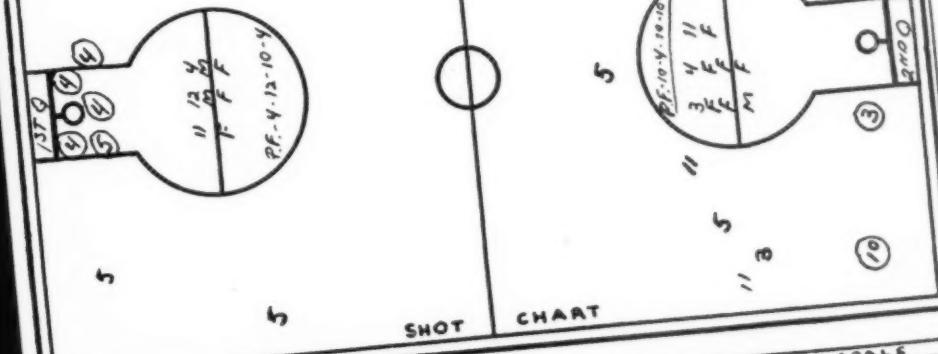
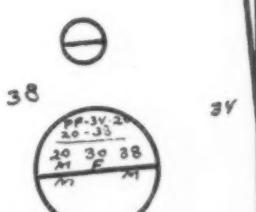
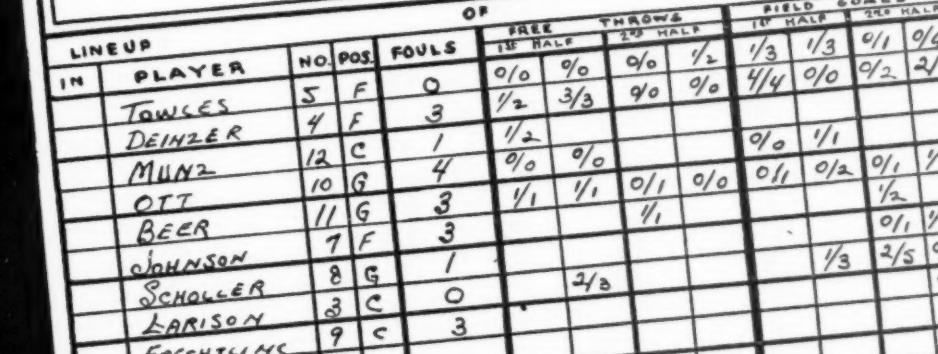
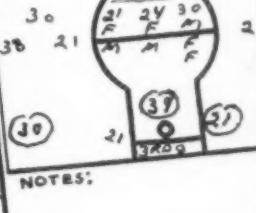
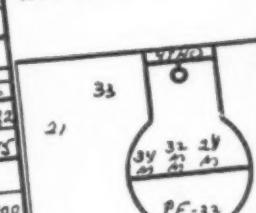
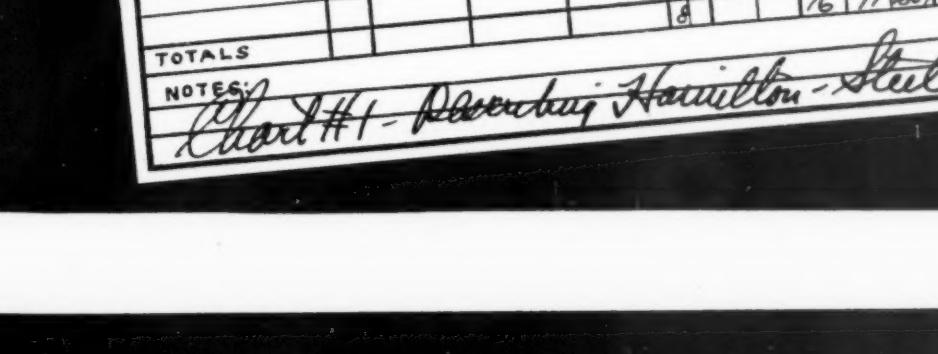
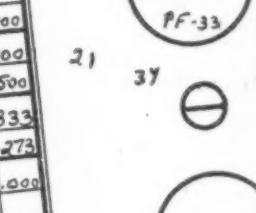
The chart of the Roger Bacon game later in the season showed a distinct team improvement both on offense and defense. Of 46 field goal attempts, 23 were successful for a team average of .500. The personal fouls were fewer and more evenly distributed with the exception of Ott, who still continued to play perhaps an over-aggressive all-round game. The long shots were now hitting the cords, but most of the baskets were still being made from directly underneath the backboard, both of these facts very comforting to the coach.

All statistics are transposed to another chart, a large 17 by 14 in. ruled sheet, on which the complete record of every player in every game and the

(Concluded on page 31)

NOVEMBER, 1937

15

TEAM HAMILTON VARSITY										FINAL SCORE 41		SCOUT CHART					
<p><i>1st Quarter 2nd Quarter</i></p> 																	
																	
																	
																	
																	
																	
																	
LINEUP		IN		PLAYER		NO.		POS.		FOULS	OF		FREE THROWS		FIELD GOALS		
											1ST HALF	2ND HALF	1ST HALF	2ND HALF	1ST HALF	2ND HALF	
TOWLES		5	F			0				0/0	0/0	0/0	0/0	1/3	1/3	0/1	0/4
DEINZER		4	F			3				1/2	3/3	0/0	0/0	4/4	0/0	0/2	2/5
MUNZ		12	C			1				0/0	0/0	0/0	0/0	0/0	1/1	0/1	1/1
OTT		10	G			4				0/0	0/0	0/0	0/0	0/1	0/2	0/1	1/2
BEER		11	G			3				1/1	1/1	0/1	0/0	0/1	0/2	0/1	1/2
JOHNSON		7	F			3				1/1	1/1	0/0	0/0	1/3	2/5	0/3	0/4
SCHOLLER		8	G			1				1/1	1/1	0/0	0/0	1/3	2/5	0/3	0/4
LARISON		3	C			0				2/3	2/3	0/0	0/0	0/0	0/0	0/0	0/0
FRECHTLING		9	C			3				0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
RUNNING SCORE: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30										REFEREE: HARRINGTON		DATE: 12-11-36.					
TIME OUTS:										SCORER:		TIMER:					
UMPIRE:										SUMMARY							
PLAYER		TIME TM.WK.		ATTITUDE		FRONTLINE		POUNDS SCORED ON		FREE THROWS		FIELD GOALS					
								P.T.	LONG	SHORT	TRIED	MADE	%	TRIED	MADE	%	
TOWLES								0			2	1	.500	11	2	.182	
DEINZER								9			5	4	.800	11	6	.545	
MUNZ								1			2	1	.500	0	0	0	
OTT								6			0			1	1	1000	
BEER								3			3	2	.667	5	1	200	
JOHNSON								3			1	1	1000	2	1	500	
SCHOLLER								1			0			3	1	333	
LARISON								0			3	2	.667	11	3	.273	
FRECHTLING								3			0			2	0	0.00	
TOTALS								8			16	11	.687	46	15	.326	
NOTES:										NOTES:		NOTES:					
<i>Chart #1 - Recapping Hamilton - Steel Game</i>																	

# From the States

This department includes correspondence from state high school coaches' associations and state high school athletic associations. All associations are invited to participate.

## Interscholastic Swimming Coaches Association of America

### Tyler cracks four records

**I**N THE list of newly accepted swimming records released by Phillip S. Harburger, chairman of the committee on records, and published in the 1937 Intercolligate and Interscholastic Swimming Guide (No. 91R of Spalding's Athletic Library, 25 cents), David Tyler is credited with four of the eight new high school records. The 18-year-old Hartford, Conn., High School sensation, undefeated in three years of high school competition, cracked three twenty-yard course records and one over the short course. A complete list of new high school and prep school records follows:

#### National Interscholastic High School Records

##### 20-Yard Course Records

100-yards free style: 52.6 s. by David Tyler, Hartford, Conn., High School.

220-yards free style: 2 m. 13.2 s. by Tyler.

440-yards free style: 4 m. 52 s. by Tyler.

400-yards relay: 3 m. 51.4 s. by Allentown High School, N. J. (No record previously applied for.)

180-yards medley relay: 1 m. 41.4 s. by Hibbing, Minn., High School.

##### Short Course Records

220-yards free style: 2 m. 15.6 s. by Tyler.

150-yards medley relay: 1 m. 22.9 s. by Hibbing High School.

300-yards medley relay: 3 m. 10 s. by Trenton High School, N. J. (Ties record.)

#### National Interscholastic Prep School Records

##### 20-Yard Course Records

100-yards breast stroke: 1 m. 5.2 s. by Jacobson, Massanutten Academy, Va.

160-yards relay: 1 m. 15.4 s. by Blair Academy, Blairstown, N. J. (No record previously applied for.)

400-yards relay: 3 m. 39.6 s. by Blair Academy.

300-yards medley relay: 3 m. 5 s. by Blair Academy.

##### Short Course Records

100-yards free style: 53.4 s. by Shaper, Staunton Military Academy, Va. (Ties record.)

100-yards breast stroke: 1 m. 5.8 s. by Parke, Lawrenceville School, N. J.  
400-yards relay: 3 m. 41.4 s. by Blair Academy.

300-yards medley relay: 3 m. 2.5 s. by Mercersburg Academy, Pa.

### Message from Kiphuth

There are no changes in the high school swimming rules for the coming season. High school coaches are urged to string along with last year's rules. Bob Kiphuth, Yale's famous swimming coach, makes the following request:



David Tyler, undefeated in high school competition and creator of four of this year's records.

"When Ed Kennedy (Editor of the Swimming Guide) and I were discussing the interscholastic situation we thought it would be a very good idea to ask you (Swimming Association secretary) to use all your influence with the Association group to have them go along with the rules to the fullest extent for another year, especially in the matter of points scored in the relays."

### New publications, notes

**S**wimming Pool Data and Reference Annual, 1937 (\$3). Edited by Earl K. Collins. Hoffman, Harris, Inc., 404 Fourth Ave., N. Y. C. Some of the subject matter includes: Design, layout and pictures of outstanding pools; prevention of sinus trouble; sterilization of pools; underlying principles of construction, operation and sanitation; and how to prevent springboard wreckage.

**The Teaching of Swimming, Diving and Water Sports.** By Ferd John Lipovetz. Burgess Publishing Co., Minneapolis, Minn. The material has been divided into five sections, namely, General Theory and Practice, Swimming, Diving, Water Sports, and an appendix. The book contains many contributions from men who are outstanding in the field.

Pictures of Ben Grady (University of Michigan) in a half-dozen diving positions are selling for 50 cents. Write Palmer Studio, 208 Michigan Theatre Bldg., Ann Arbor, Mich.

Dates have been set for the following swimming championship meets: Rutgers interscholastics, March 5; New Jersey state championships, March 11 and 12; National Interscholastics (Penn A. C.), March 18 and 19.

**ALFRED A. NEUSCHAEFER,**  
Intersch. Swimming Coaches Assn.  
Trenton, N. J.

### Illinois

#### Changes in football rules

**A**T THE Illinois Football Committee meeting, held in conjunction with the high school conference early this month, the representatives from each of the seventeen athletic districts of the state thoroughly discussed the high school rules changes for 1937 and a list of proposals for changes and improvements for 1938.

The sentiment was strongly in favor of most of the new 1937 legislation. The new rule particularly in favor is the one that deals with liberal substitution in the fourth quarter. The coaches also expressed approval of the rule that allows a team to profit by any advance prior to a forward pass thrown from beyond the line of scrimmage.

The annual interscholastic football questionnaire will be compiled during late November and distributed through the various high school athletic association offices. Comments from high school coaches all over the country are solicited by the rules committee. Among the topics which will be presented to the coaches are the following:

Penalty for pass from beyond the line is now enforced from spot of pass. Is this rule satisfactory?

No distance penalty can be greater than half the distance to the goal line. Is this rule satisfactory?

Possible changes in the rules for 1938 include the following: Would you favor allowing any number of forward

(Continued on page 39)

# First down... four years to go!

MANY of the freshmen who are on your squads this fall will be with you for four years.

And during that time you have two important goals to reach. One is to win as many football games as possible, and the other is to reflect credit on yourself by turning out a bunch of physically-fit young men.

#### *You're building Iron Men*

To help attain this you establish certain training rules governing exercise, sleep and diet. Most coaches today enforce similar rules. And often, one of the foremost of these is:

#### **"Don't drink coffee!"**

Coffee contains caffeine...a drug stimulant that can cause indigestion, nervousness and loss of sleep.

Athletes need a hot drink with their meals; do as hundreds of coaches do...recommend:

#### **"Drink Postum instead!"**

Postum contains no caffeine. It is simply whole wheat and bran, roasted and slightly sweetened. Its cheering warmth and rich, delicious flavor make it such a delightful drink in its own right that forbidden beverages are soon forgotten. Postum is economical and easy to make. It is a product of General Foods.

**FREE!** Andy Kerr's new booklet, "Attack in Football." In this interesting and instructive booklet, Coach Kerr has graphically described various systems of attack and the parts each man plays in them, illustrating his text with diagrams showing basic movements.

We will send you—free—as many copies of this booklet as you need for your team and candidates. Also free, as many trial packages of Postum as you need. Just fill in and mail the coupon.



#### GENERAL FOODS, Battle Creek, Mich.

S. C. 11-37

Please send me \_\_\_\_\_ sample tins of Postum. Also \_\_\_\_\_ copies of "Attack in Football."

Name \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_  
Fill in completely—print name and address. If you live in Canada, address: General Foods, Ltd., Cobourg, Ont. (This offer expires Dec. 31, 1937.)

# Wisconsin Accident Benefit Plan

THE continued success of the Athletic Accident Benefit Plan in Wisconsin plus the growing realization of a need for some form of insurance to cover boys injured in high school athletics, has given such impetus to the movement that at present thirteen states are administering benefit plans, most of them closely patterned after Wisconsin's.

The six New England states—Maine, Vermont, New Hampshire, Connecticut, Massachusetts and Rhode Island—banded together earlier this year to establish the Athletic Accident Benefit Plan of the New England Council of Secondary School Principals Assn. Shortly afterward the high school athletic associations of Minnesota and Pennsylvania reported that they had adopted accident benefit plans. With Georgia, New York, North Dakota and South Dakota already operating under the plan and four other states seriously considering adoption, the plan can be said to be gathering national momentum.

The plan in Wisconsin, amended as experience suggested during the past seven years, will be continued in 1937-38 with the addition of several benefits to the schedule. For the first time benefits will be allowed for other than injuries provable by radiograph.

A marked reduction in football injuries and the resulting savings to the fund has made possible the more extensive schedule. Basketball injuries show an increase over previous years and an intensive study to determine causes and seek remedies will be undertaken in an effort to reduce the hazards of this popular sport.

The plan has now entered its second stage, namely, where injury figures are sufficiently complete to determine how, when, where and why accidents occur. This information, based on established facts, has made possible the application of remedial measures, rule changes, safety equipment, etc., which should make high school athletics safer and of more benefit to the participants.

## Fees remain the same

The registration fee for all sports including football will again be fifty cents per boy, while for all sports, including physical education but exclusive of football, it will remain at twenty-five cents. The registration fee definitely recognizes the fact that football is far more hazardous to the com-

petitor than the other sports and at the same time provides a reasonable fee for the schools not maintaining football teams as well as for the boys not participating in the sport. A boy will be covered when his examination and permit card and registration fee have been received by the W.I.A.A.

Schools are urged not to allow any boy to participate in practice until after he has been examined and his card and fee placed in registered mail addressed to the secretary. A booklet of information for principals, coaches, students and parents has been prepared and is available for distribution. This booklet contains full information on the plan and can be made the topic of assembly talks and class discussions. Parents and students, as well as physicians and dentists, should be fully informed on all the phases of the Benefit Plan as well as its purpose and financing.

Registrations during the past year were greater than for the last several years. With the fee for registration for all sports except football fixed at twenty-five cents and physical education covered, the total registrations should increase materially from year to year. If the experience for the coming year indicates that the plan will work under a schedule which allows benefits other than those which can be established by radiograph, it is quite possible that further extensions of the schedule will be made.

## The plan for 1937-38

The Athletic Accident Benefit Plan will be administered during the coming year under the following revised set of rules and regulations:

### I. Dues.

The dues for 1937-38 will be as follows:

Class A (Schools of more than 1,000)	\$50.00
Class B (Schools of from 600 to 1,000)	40.00
Class C (Schools of from 250 to 600)	20.00
Class D (Schools of from 100 to 250)	15.00
Class E (Schools of less than 100)	7.50

The regulations governing the individual registration fee of fifty or twenty-five cents paid by the boy have already been covered.

### II. The 1937-38 Schedule of Benefits:

Entire sight of one eye if irrevocably lost

Both arms fractured above the elbows	150.00
Both legs fractured above the knees	150.00
Fractured pelvis	80.00
Both bones of either leg fractured between ankle and knee	75.00
Both bones of either arm fractured between wrist and elbow	60.00
Cerebral hemorrhage	50.00
Either leg fractured above the knee and in cast	50.00
Either arm fractured above the elbow	40.00
Fractured vertebra	40.00
Either bone of either leg fractured between ankle and knee	30.00
Either bone of either arm fractured between wrist and elbow	25.00
Fractured collar bone	20.00
Fractured scapula	20.00
Fractured knee cap	20.00
Fractured cheek bone	20.00
Fractured jaw	20.00
Fractured nose	10.00
Fractured bone in hand—radiograph required	10.00
Fractured bone in foot—radiograph required	10.00

Fractured ribs—two or more	10.00
(One rib only—\$5.00)	
Complete dislocation of joints, if injury keeps participant out of competition for a period of at least 15 days.	
Knee	15.00
Shoulder	12.50
Ankle	10.00
Arm—elbow or wrist	7.50
X-ray examination to determine fracture	5.00
(This will only be allowed in cases where request for fracture is filed and x-ray is negative to fracture.)	
Dental injuries	
One chipped tooth	2.00
Broken facing	3.00
Replacing knocked out filling	3.00
One broken tooth	10.00
Loss of one tooth	10.00
Maximum fee for one dental injury	25.00
Ordinary small fillings	2.00

The following medical and dental qualifying regulations have been adopted by the Board of Control:

1. Benefits on green stick fractures will be limited to half the amount listed on the schedule.

2. A radiograph may be required on all injuries scheduled at \$20.00 or more. If a radiograph is requested on other scheduled injuries, an allowance of \$2.00 for each picture will be made in addition to the scheduled benefit.

3. The amount actually allowed will not exceed the itemized statement filed by the physician which must accompany every request for benefit. The listed amount is the maximum in each case.

4. If dental radiographs are requested, an allowance of \$2.00 will be made in addition to the scheduled benefit.

5. If dental injuries where the dental advisor of the W.I.A.A. states that a less expensive type of filling would have been practical and would have given good service, adjustment will be made accordingly.

6. The amount actually allowed will not exceed the itemized statement filed by the dentist which must accompany every request for benefit. The listed amount is the maximum in each case.

7. Dental work must be completed before an adjustment will be made.

8. No payments will be made for dental injuries unless the required dental card was filed with the secretary.

9. After Sept. 1, 1938, dental benefits will not be paid for teeth reported as defective on examination unless corrected and so certified before date of injury.

### III. Requirements for Participation:

1. Member of the W.I.A.A. in good standing.

2. Dues for current year must be paid in accordance with regulations.

3. No boy will be protected until his examination and permit card and registration card are in the office of the secretary.

4. In addition to the regular examination and permit cards, each principal must send in two lists containing the names on the individual cards. After checking these lists with the cards, the secretary will sign one list and return it to the principal so that the latter may know exactly what cards have been received by the secretary and may keep this information for future reference. The time of the

receipt of the card will also be indicated on the duplicate returned. The W.I.A.A. will provide a special blank, known as the W.I.A.A. examination and permit summary and registration sheet, for this purpose.

5. The approved examination and permit card of the W.I.A.A. must be used.

6. Boys will be protected only when an injury occurs in sports approved by the W.I.A.A. and found printed and approved on the examination and permit card. Protection will be effective for competition — interclass, intramural and interscholastic—as well as for actual directed practice in approved sports. Protection will also be given boys participating in physical training classes under the direction of instructors providing the registration fees have been paid and permit cards have been received.

7. Boys will be covered only in those sports not crossed off on the examination and permit cards and approved by physician, dentist and parent or guardian.

8. In order to be eligible for athletic accident benefits a boy must be regularly enrolled in grades 9 to 12 in a public high school.

9. No boy will be eligible for more than one benefit of \$20.00 or more during one sport's season unless a re-examination report by a physician approving participation after recovery is on file in the office of the secretary before a second injury occurs. No registration fee is required with re-examination.

10. In case of more than one injury, only those properly reported on the preliminary report card will be considered for a benefit payment.

11. The Board of Control reserves the right to ask for additional evidence beyond that originally submitted should the medical or dental advisor or Board of Control deem such additional evidence desirable or necessary to establish the validity of a request.

12. All checks will be made payable jointly to the principal as the agent of the boy and the physician or dentist rendering the service. This is done so as to enable the principal to establish the fact that the account for which the check was issued is paid.

13. The W.I.A.A. will not pay a benefit unless the preliminary report of the accident is received in the office of the secretary within twelve (12) days immediately following the day of an injury. Preliminary report cards supplied by the W.I.A.A. should be used. Failure to have report of injury in the office of the secretary within twelve days after an accident eliminates the benefit.

14. The injury for which benefit is requested must occur in a regular practice or a regularly scheduled contest or in a class conducted by the regular gymnasium instructor.

15. Requests not completed within sixty days from date of receipt of proof blanks by the principal will be considered withdrawn and will not be allowed.

16. Examination and permit cards must contain the original signature of parent or guardian, physician and dentist. They must be filed yearly.

17. Benefits will be paid only if injury is sustained as in (6) above and in games played under the playing

(Concluded on page 31)

# DEPENDABILITY



## A BALL THAT ALWAYS RESPONDS EXACTLY AS YOU EXPECT IT TO!

Sensitive fingers touching the live surface of Golden Flush Lace Basketballs readily find proper purchase to assure security in handling that instills surety in the player's action. He plays the ball confidently without fear of losing his grip before the ball leaves his fingers, positive that the ball will respond with unfailing fidelity to his touch. For in GW Golden Flush Lace Basketballs the hazards of erratic ball action are definitely eliminated.

### FINGER TIP CONTROL

No slick surface—but a familiar, seamed, even contour of live pebbled grained cowhide provides the purchase necessary for shot control.

### TRUE BOUNCE

Elimination of all surface stitching, the use of the seam rider valve, and the Flush lacing imbedded in the seam removes all possibility of freak hops or bounces due to dead spots.

### TRUE FLIGHT

Perfect balance that removes all possibility of wobbly off-center shots is produced by placing the seam rider valve directly opposite the lacing to counteract the weight of the lace.

### CONSISTENT SPEED

Standard air pressure, selected materials, perfect shape, and absence of dead spots, or lacing bulges, assures rebound speed consistent with the impulse that propels it.

### OFFICIAL STANDARDS

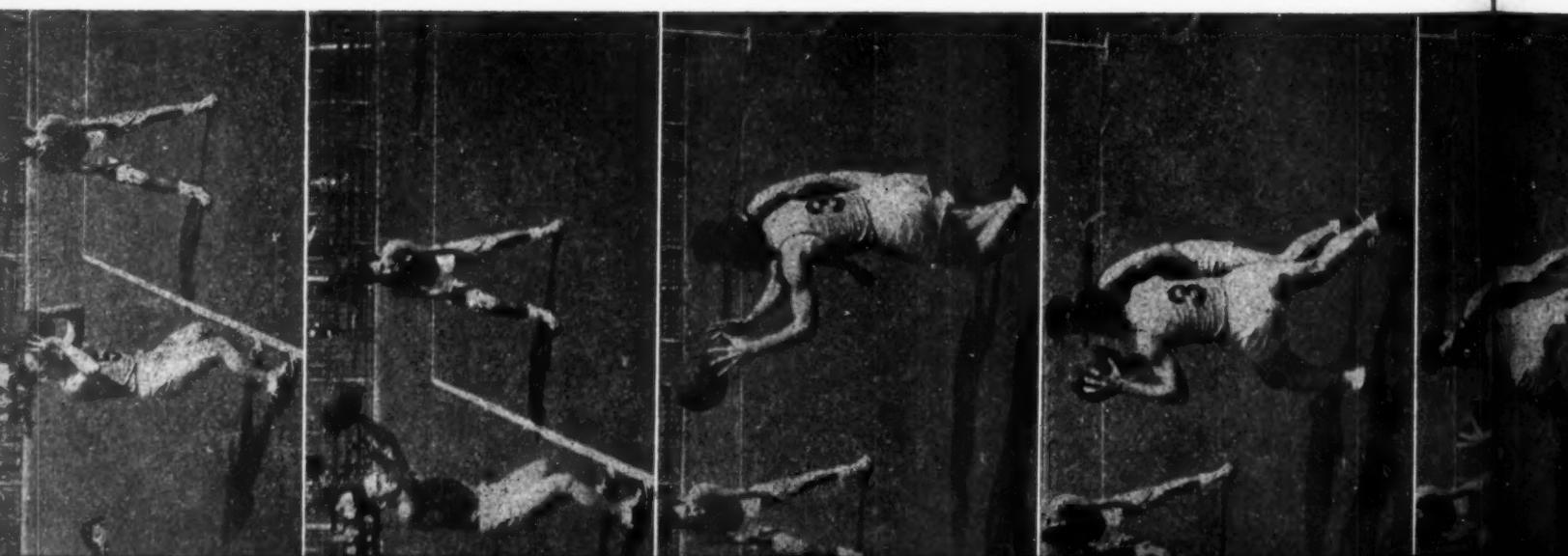
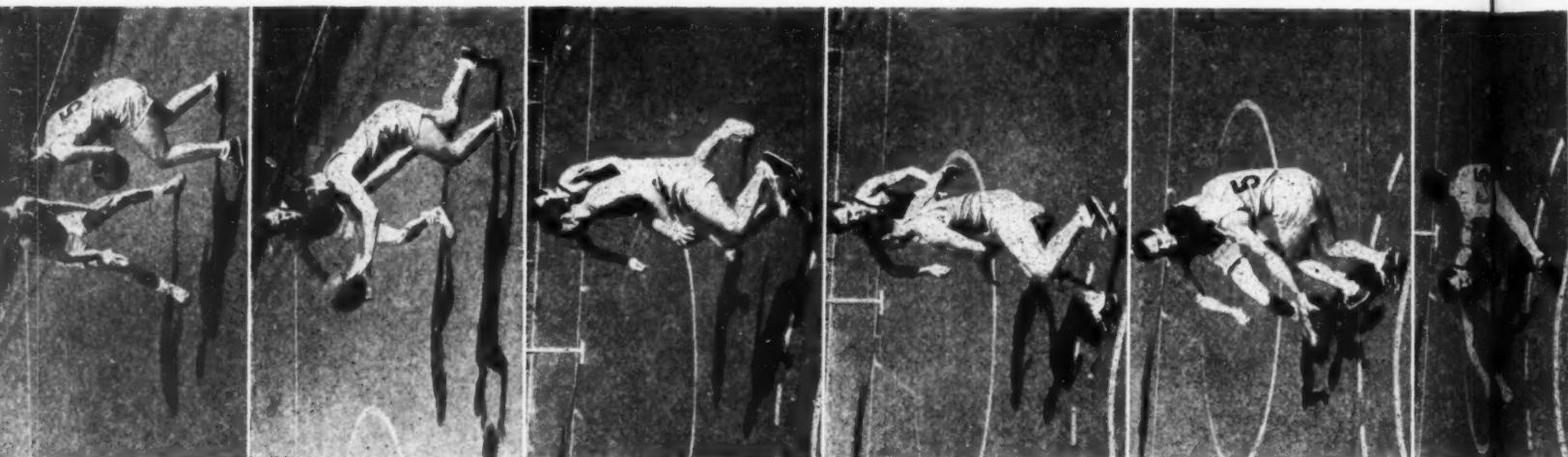
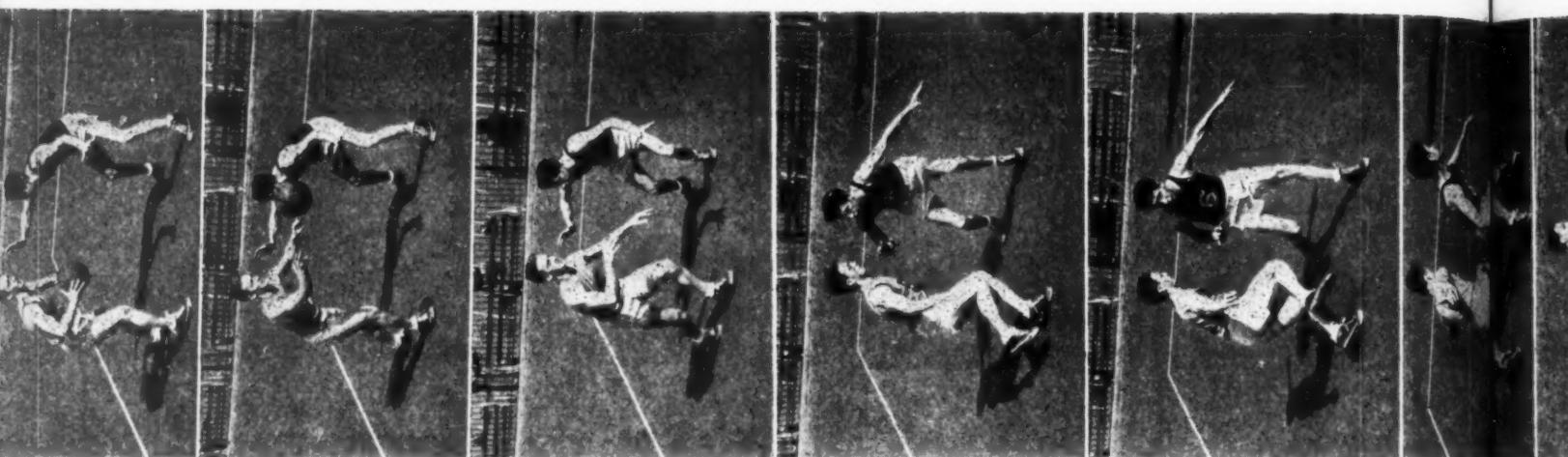
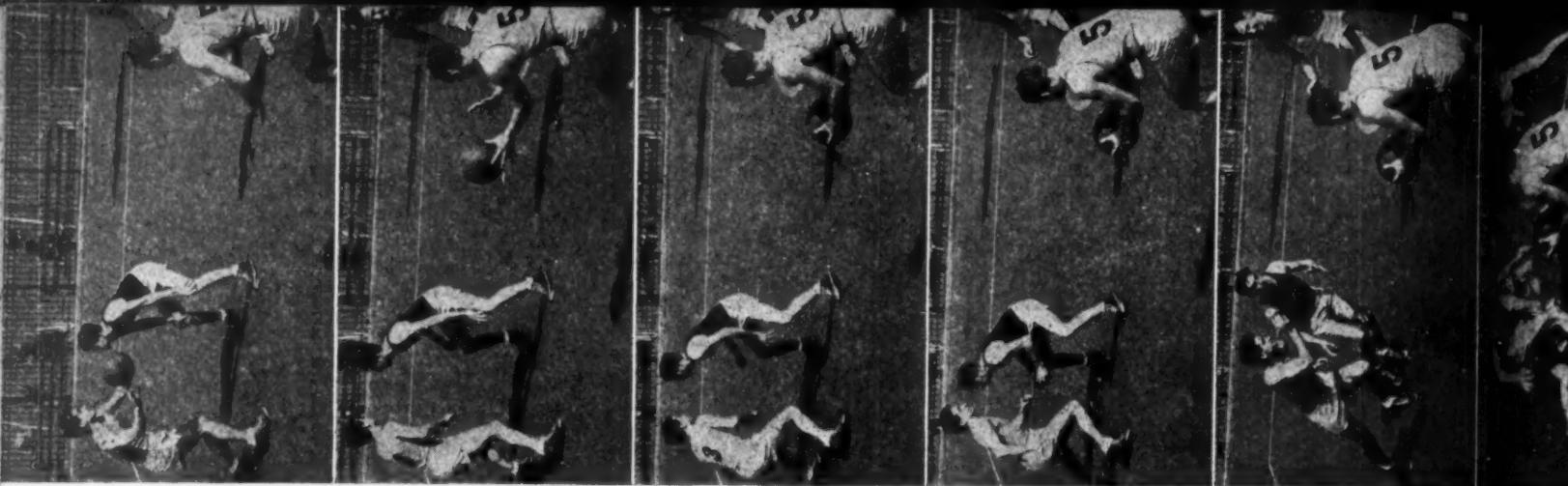
Official in size and weight and perfect in shape, double fabric lined for lasting sphericity.

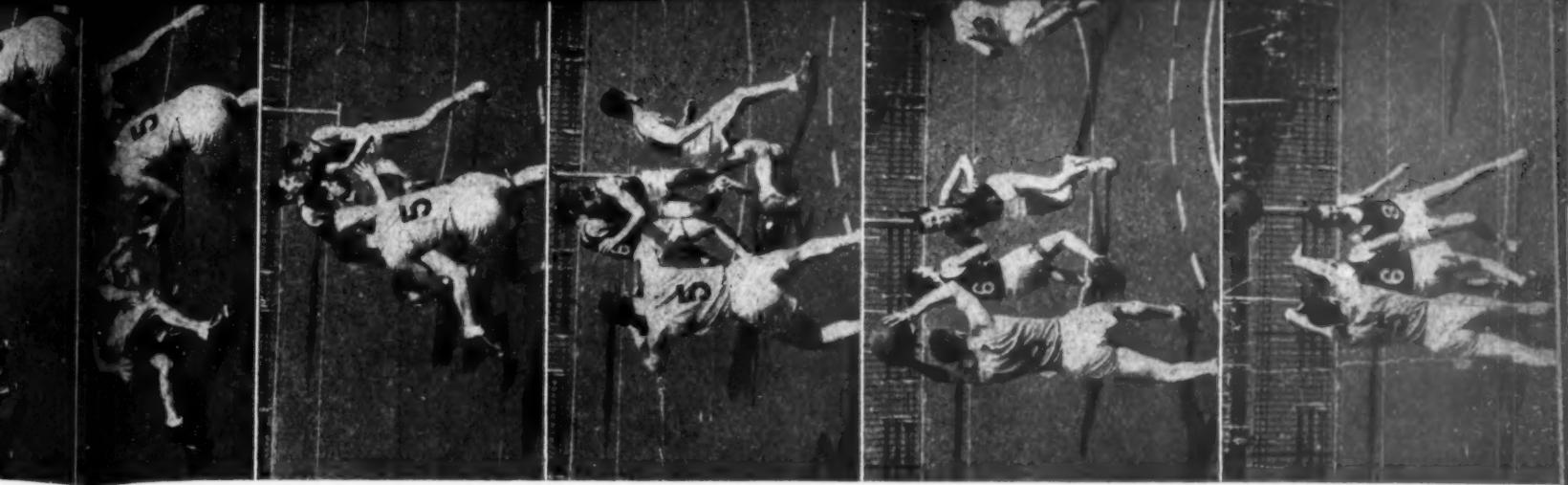
Ask your sporting goods dealer for full information on this great GW Basketball and the complete GW basketball line today or write for your copy of the GW catalog.



# GOLDEN FLUSH LACE BASKETBALLS

**GREAT WESTERN ATHLETIC GOODS CO., CHICAGO, U.S.A.**

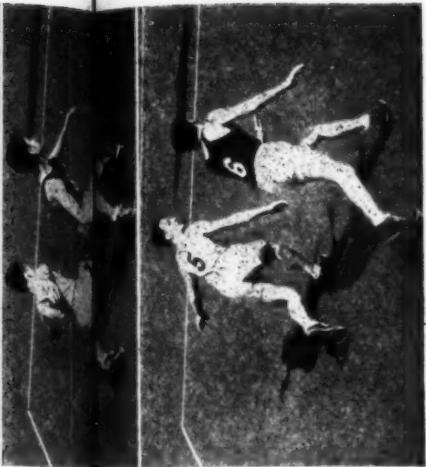




**Sequence A**

## Above: Change of Direction

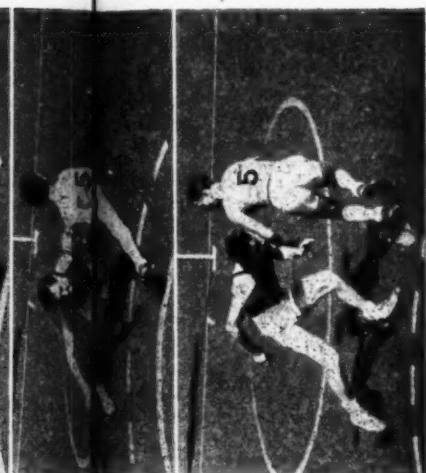
While the maneuver works best against a pressing guard, a shifty player with a good pick-up can "pull a change" on almost any type of defensive player. The success of the play depends to a large extent on the ability of the offensive player to mask his intent up until the final moment of execution. In the above action strips the ball-handler illustrates the play from different sections of the forecourt. Simultaneous with a long lateral flip pass in sequence A, the player breaks in the same direction at a moderate rate of speed. When he reaches the center of the floor (fourth picture), he leads with the right foot and shifts his weight slightly to the rear. As the player's left foot comes forward in the next picture, the guard naturally keeps abreast by stepping out on his right foot. The damage is then done. Instead of continuing laterally on the left foot, the offensive player takes a deep, cross-over step and cuts toward the basket in perfect position for a pass. The play is basically the same in sequence B but with slight variations. From the opposite side of the floor, the player throws the initial pass to the rear and center. Following in the direction of the pass, he brings his back (left) leg forward. The guard shifts with him, as he should ordinarily. The offensive player then executes the same cross-step previously described, this time cutting in to the basket. The change of direction can be "pulled" from any part of the floor and doesn't necessarily develop first with a pass. The number of steps before the final cross-step is strictly optional.



**Sequence B**

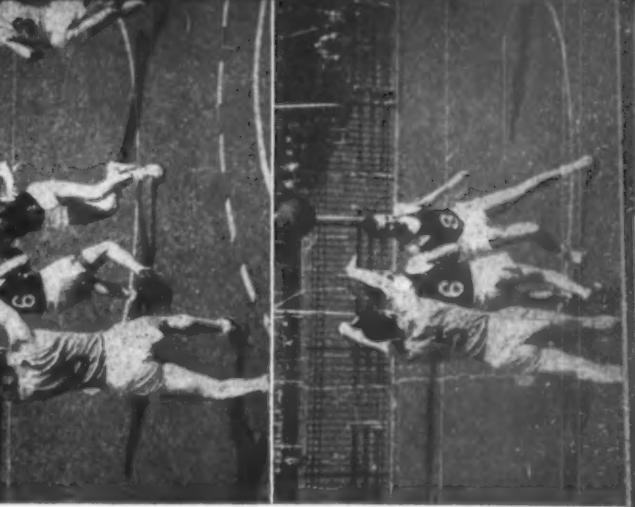
## Left: Outside Feint

After lurking in the background, the offensive player (3) moves in at a tangent to take a pass on an outside ball. As he takes the ball out of the air, he lunges deeply with the left foot, and in a sweeping motion starts bringing the ball down and across. In the sixth and seventh pictures the guard is definitely overshifted to his right while 3 is almost fully recovered. Again a long, cross-over step is employed for the break to the basket. The foot feint, sweep of the ball and cross-step is one smooth, continuous motion. Note the excellent defensive position of the man guarding the outside offensive player. In this position he is a poor target for a screen and gives the outside man only one direction to go after the pass out. For best results on this play, the player should be in motion when he receives the pass. A feint on the move is more deceptive than a feint from a stationary position. Note the high position of the ball during the fourth and fifth pictures. This makes for an easier recovery. The ball is lowered after the feint. The play can be worked anytime during the course of action.

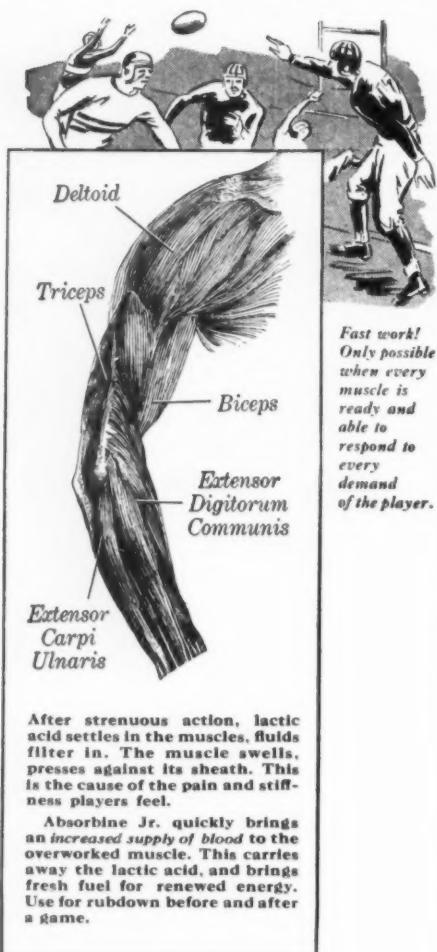


## Right: Defensive Bump

Here two offensive players combine forces against a pair of unimaginative guards and force a bump. The play starts out innocently enough with a pass from offensive player 3 to teammate 5. 3 then feints to the outside, recovers and races to his right. In the sixth picture, 3's guard senses the trap laid for them (defensive team), and tries to prevent a bump. But his teammate is blissfully unaware of the danger or doesn't know what to do about it. He is too busy watching 5 for a dribble or pass to the left, a possibility 5 has encouraged by holding the ball and looking in that direction. Meanwhile, 3 draws up even with 5's guard and as he passes the latter's outside shoulder, veers suddenly and cuts for the basket. Even after the bump, 5's guard still attempts to come in for his man, when the situation fairly shrieks for a switch. 3 should not drift out too far before breaking to the basket. He should time his cut on the outside as close as possible to 5's guard. The play works best perhaps against inexperienced guards who have been coached too thoroughly on the theory of following the man and not the ball (on man-to-man defense).



## WHY MUSCLES GO STIFF AND SORE



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Sore, stiff muscles are the result of an accumulation of the toxic waste matter produced by exercise in the muscles themselves. How to act to carry off this accumulated waste matter is Absorbine Jr.'s business.

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## Individual Offense

(Continued from page 9)

the defensive man is playing deep to protect against your shifting game but comes in fast when you get set for a shot, as many guards do, fake a shot and dribble by him as he hustles in. His momentum coming in and your forward dribble work for the best interests of the play. Occasionally the defensive man will find himself so far off while you're getting set for a shot, that there's little opportunity for him to bother or rush the shot. In such a situation the unwary defensive man will rush in and leave his feet in a desperate effort to deflect the shot.

Leaving the feet, nine times out of ten, is strictly a sucker's trick. If he does this, stop the shot and dribble under him to the basket. As your defensive man comes rushing in, keep cool and size up the situation at a glance. Is he coming in so fast that there is little time for him to recover in case you decide to dribble? Is the area behind him clear to the basket as to make a fake and dribble worthwhile? Would it be better to take the shot?

A more advanced fake is the forward lunge. Again fake a shot to draw the defensive man in closer. As he steps in, lunge deeply with either foot. The average guard will fall back hastily. When he does, quickly draw back the foot you lunged with and make believe that you are really going to shoot. This should bring him in fast as he feels confident that the first lunge was to mask your real intention of shooting. As he comes in, take a long step and dribble by him.

What makes this play more effective and harder to stop after working it the first time is the realization by the defensive man that if he comes up too rapidly after the first feint, he may be left behind. When he refuses to commit himself as the offensive player sets himself the second time, this is the proper time for the man with the ball to shoot. And if he is a good shooter and can convert a fair percentage of his shots, he becomes a very difficult man to play.

To the unimaginative and inexperienced player, a pressing defensive man is a constant thorn in the side. There are several tactics that can be employed against such a type of defensive player, all of which require quick thinking and good footwork.

First, take your man into a corner, start coming out, and when you are halfway out reverse suddenly and break toward the basket. This play can be executed very well while traveling at moderate speed or a

trifle faster. The idea is not to attempt to lose your man while coming out of the corner, but to encourage him to keep as close as possible. The closer he plays, the easier it is to lose him on a sharp reverse.

Footwork is all-important of course. Pivot on the back foot and cross-over with the front leg (the right foot is the front one on the right sideline; vice versa on the left). It isn't necessary to come to a momentary stop on the front foot — the traditional method of reversing. As you start stepping out on the front foot, cross-step sharply with the same foot while it is still suspended in the air. Make this a long step.

A very simple play but a good one for a player who can "act" is the "moping" play—for lack of a better name. You move around very casually but always watching the direction of the ball. If you edge a little closer to the ball in position for a possible pass, your man perhaps will also be sucked in closer to you. Then, as fast as you can, cut by him toward the basket for a pass from a teammate. If you have a fast pick-up, you can leave your man flat-footed, often as not.

The change of direction is another method of shaking off a defensive man. After passing the ball to one of your teammates, start running in the same direction you threw the ball, then suddenly change direction and break for the basket. (See pages 20 and 21 for illustration of this maneuver.)

### Fall-back stunt

The fall-back is a stunt most effective on an outside ball under your own basket. From a position close to the basket start falling back and with eye and hand motions call for the ball. This will tend to draw in the unsuspecting defensive man. The moment he starts edging closer, make a sudden break for the basket. If you are adept at faking hand and eye motions, the play is a good one to include in your repertoire. The play need not only be worked on an outside ball, but can be employed while the ball is being moved around.

For a good dribbler, the delayed dribble is an excellent offensive tactic. As you dribble down the court at a moderate rate of speed, wait until the defensive man gets fairly close (about a yard), and then suddenly pick up the dribble at full speed. This change of pace may give you a step on your opponent, and that's all you need on any play.

## Sequence Play

(Continued from page 13)

team started the sequence all over again. At every opportunity, such as time-outs and between periods, the captain checked to see that all the players were in agreement as to the number of the play to be attempted next.

A short huddle was employed to straighten up occasional confusion. There were times when the team seemed to lose the ability to count as a unit and no organization could be found in their offense. Often, too, there was a general confusion when some player forgot the play last used. But this type of planned offense did bring us success, and a second season's trial substantiated our early confidence in it.

One of the most definite values of this system is the fact that a varied attack can be obtained without depending on the judgment of a single individual. In a signal system even if the signs are correctly given, the opposition may soon catch on and prepare in advance for the next play, a diagnosis not readily accomplished with the style of play previously suggested.

### Question of adjustments

In considering an offense based on sequence plays what adjustments can be made if the opposition is breaking up some of the scheduled plays with ease while others are working well? Under such circumstances, should the whole sequence of plays continue, or should certain plays be skipped?

First, through experience we have found that adjustments of this nature are seldom necessary during the first half. It is surprising how few times the sequence of plays will run its course more than twice during a half, if a coach uses at least four plays that can be worked on both sides of the floor. Although a team may gain possession of the ball much more frequently than the sixteen times necessary for two complete rounds, it will do so from jump balls, out of bounds, and other situations when a quick break or a long pass can be used instead of a set play.

As originally employed, the full sequence of plays was executed in order during the entire first half; between halves a brief discussion of the play of the first two periods determined the procedure to be followed during the rest of the game. If a certain play failed because we were doing something wrong or failing to make a minor adjustment, the player or players involved were advised and the entire sequence scheduled for the second half.

If, however, the type of defense was such that a certain play was obviously unable to succeed that play was dropped. After some experience with the sequence plan a team can run through the sequence in reverse order, with minor adjustments in specific plays or even after dropping a certain play.

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## Elements of Soccer

By E. J. Lalley

This is the second of a series of two articles by E. J. Lalley, former soccer coach of Cincinnati H. S., N. Y., who now directs the intramural program at Central High School, Binghamton, N. Y. The author devoted his October article to a discussion of such important fundamentals as playing position, correct use of hands in regard to the ball and to opponents and retaining possession of the ball. He now continues with the development of the scoring kick and other basic kicks.

**B**EFORE attempting any instruction on the various kicks, the coach should thoroughly familiarize himself with the results on the ball and the action of the kicker's leg.

The knee snap is probably the most important fundamental of kicking but few high school players develop it to any great extent. A ball contacted low spins skyward and carries the best distances; a higher placed kick revolves toward the ground and does not cover much distance. A list of the important kicks and technique follows:

**The toe kick.** Used by fullbacks for distance, by wings on corner kicks and for some free kicks. The goal kick usually should be high to clear the heads of the offense, therefore the backs should meet the ball low with plenty of follow through. By directing players to kick through the ball it is possible to develop a good follow through. The player should avoid the common mistake of taking long strides in approaching the ball and making contact while too far away.

The short step may be perfected by careful practice, although the coordination and timing involved is difficult for some boys to master. By placing a piece of paper to the left and slightly to the rear of the ball and directing the kicker to put his left foot on it (if he is a right-footed kicker) he will be brought closer to the ball and should have better success in elevating his kicks.

When backs are kicking into a strong wind, the low, powerful kick with plenty of down spin is an asset. The down spin is obtained by meeting the ball in the middle with the kicker not quite as close as in the elevated kick.

**The scoring kick.** The fundamentals of this kick are very difficult to get across to high school boys. It is unnatural for them to approach a ball at full speed and meet it with the inside of the foot, but it is the only consistent method of scoring goals, as any coach realizes who has seen kicks soaring over the cross-bar on innumerable occasions.

For practice on this type of kick there are the usual drills in which the ball is rolled in front of the goal near the edge of the penalty area. The play-

ers approach the ball at an angle and hook their shots into the net.

Have the forward linemen balance on the left foot and swing the kicking leg, keeping the toe pointed to the right. Don't use the ball until the swing is perfected. The coordination on this kick is peculiar. The leg is loose until just before contact with the ball, at which point the knee locks to obtain greater power. The main difficulty to overcome is to prevent the players from making initial contact with the toes.

Some coaches have their squad practice this kick in sneakers. Other coaches go even further and have the boys kicking in stocking feet. Players quickly break the habit of kicking with the toes when they are forced to kick without the protection of the heavy soccer shoe. Executed correctly, there is a natural hook on this kick which goalies find difficult to handle. This fundamental must become a habit before boys will use it effectively in the stress of competition. When a ball is in front of the goal, they make contact as quickly and as naturally as possible and that means with the toe. Constant practice is essential before the player will employ the scoring kick as readily as more natural kicks.

**The loop kick.** Though an excellent soccer maneuver, the execution of the loop kick seems to elude the capabilities of inexperienced players. However, its use is not as essential as the scoring kick. The difficulty lies in the fact that this kick requires both a high degree of coordination and a fine sense of timing. The kick does not cover much ground and should be high enough to be easily handled. It may be compared to the floating pass in basketball. It is kicked with the inside of the foot, with greater lift being applied than in the scoring kick. By bending the body backward as contact is made and raising the kicking leg the ball can be given additional loft.

Halfbacks, especially, should master the kick as it is invaluable in returning the ball to a forward located within the penalty area.

### Kicking in close quarters

This factor is mainly a personal one and involves the amount of courage a competitor has or how he reacts to physical pain. Some boys never slow up when dashing in after a ball, while others hold back and allow their opponents to beat them to it.

A boy with good shin guards (and they are the most important piece of equipment next to shoes) shows less reluctance getting into the thick of a scrimmage than a boy without that equipment. If a coach succeeds in impressing his players with the fact that a contestant who holds back is the one who runs the greater risk of injury, he

has taken a long step toward fashioning an aggressive player. Many players place too much emphasis on their ability to hook the ball from an opponent. This technique requires plenty of speed and agility.

#### **Trapping the ball**

This technique is not difficult to learn but getting inexperienced players to put it to use in the heat of competition is another matter. Trapping is the initial means of gaining control of the ball, and though players are drilled on methods at great length it is used on too few occasions in the high school type of game. Stopping the ball with the foot, knee or chest is another unnatural element of the game that the new performer must learn.

Some traps are exceedingly dangerous if they are not executed properly. Unless the chest trap is executed correctly, the ball will bound away from the trapper, providing a set-up for an opponent coming down the field. This happens of course when the trapper permits the ball to bound too far away. The knee trap may also boomerang in this manner, although it is less likely. The sole trap is one of the most reliable since the inexperienced player will resort to it more readily than to the others. But proper execution is also an absolute necessity. Merely holding the foot out and allowing the ball to hit it is not enough as too few drives and passes can be handled this way.

A trap should set up the ball close enough to give the player possession and control. Traps in which the ball bounds away for ten feet or more invariably entail loss of possession.

#### **Heading the ball**

This fundamental is a valuable weapon both on offense and defense, and in recent years players have been making a more liberal use of it. This trend may be attributed to the fact that most players enjoy the practice necessary to master the technique. The squad form a small circle and attempt to keep the ball aloft by continual heading.

Incorrectly executed, the player absorbs unnecessary punishment. The high-arched ball with little momentum behind it may be headed, but low drives with plenty of power behind them cannot be taken too often on the head without slowing down the player.

This phase of the game is most accurate when the ball is played as a direct rebound. Attempted angle plays are extremely difficult to work with any degree of consistency. Some boys of average ability can continue the progress of the ball in its original direction by snapping the head backward as contact is made, but the original kick must be one that is easy to handle.

Professionals often head a low drive or bounding ball to set it up for a kick, but the safe rule for high school players is never to head a ball that comes

(Concluded on page 27)

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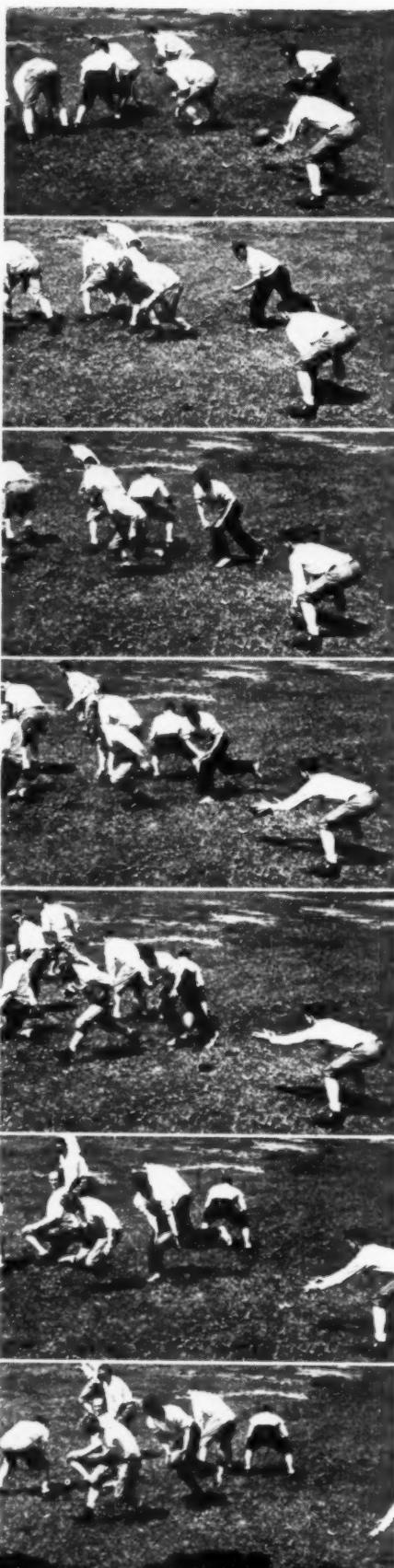
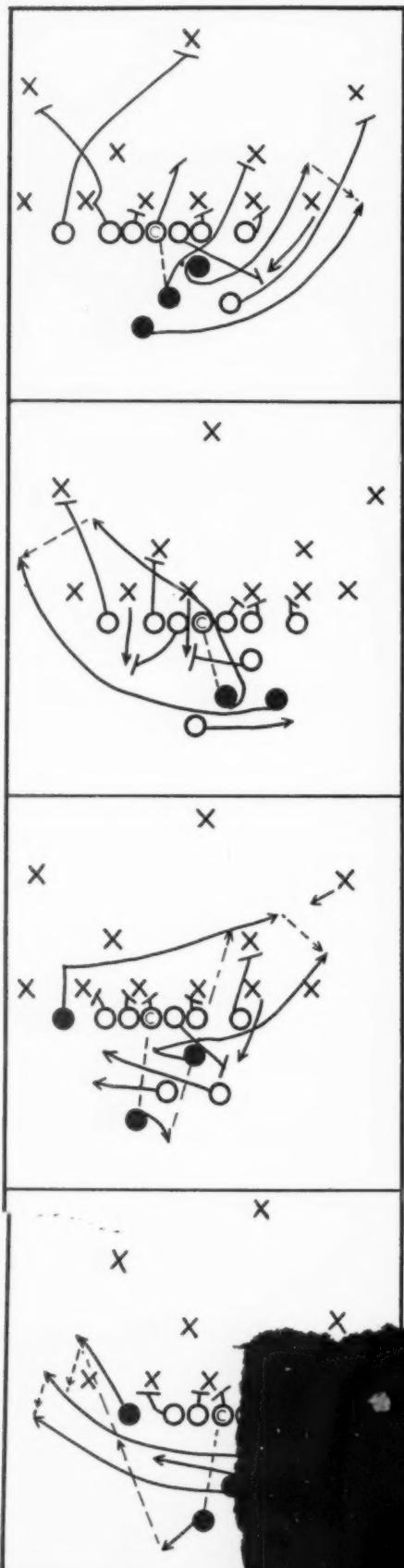


Waistband and leg straps of Coach Faultless consist of a flat band of live sheet rubber, encased in resilient woven webbing. Illustration shows details of new construction. Contrast this with construction of webbing shown below.

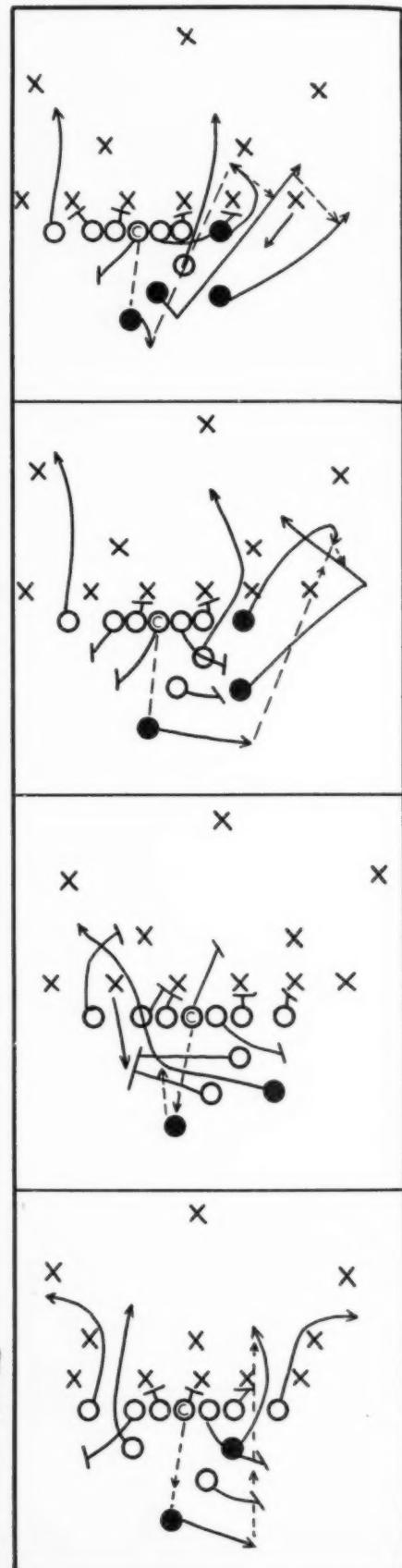


This picture shows construction of waistband made from elastic strand webbing. The pressure leaves marks upon the skin and the webbing deteriorates more readily.

# MATTY BELL



# PASS PLAYS



## Elements of Soccer

(Continued from page 25)

in lower than the erect height of the boy. Also play safe by instructing them not to head a heavy, wet ball. Two or three hard drives that are headed can do more damage than any advantage gained on the play.

### Coaching hints

If your defense is strong but your offense weak, try playing the center halfback as an additional lineman with instructions to shoot for the goal if the opportunity presents itself. Draw in the outside halves about five or ten yards closer to the center to protect this territory if the defense clears the ball.

If your offense is strong but your defense weak, try dropping one of your inside men back to check the opposing center forward. This adds another player to the line protecting your goal without appreciably weakening your attack.

In shooting practice concentrate on points near the edge of the penalty area. If possible provide nets or some solid background behind the uprights. Bare posts are poor targets to shoot at.

If a player is consistently kicking poorly, note whether or not he is tightening up just before making contact. If this is so make him concentrate on relaxation.

Anticipation is an element of play that marks the difference between the purely mechanical player and the inspired, alert performer who reasons out an opponent's move in advance and acts accordingly. By coaching it is possible to assist in the development of it.

Forward linemen rarely grasp the fact that they should trap a ball going in their direction of attack. By letting it go the opponents will usually gain possession and it is seldom effective to attempt to kick it on the fly or roll. The player should trap and pass to a teammate.

During goal shooting practice direct players to follow in their shots. It puts them in excellent position to play the ball if the goalie does not handle cleanly or to kick rebounds into the net.

If opponents are scoring from a fast-breaking attack, the chances are that your halfbacks are not dropping back fast enough when the ball gets by them.

Coaches handicapped by small squads can scrimmage the forward line against the backs and goalie.

Usually the goalie makes the best field director of the defense and the center halfback, the offense.

Plays are just as apt to fail as succeed. Do not waste time on perfecting them.

Impress the forward linemen with the necessity of keeping calm in scoring opportunities.

Start work on developing the players' wind and endurance from the very beginning.

## After Practice....

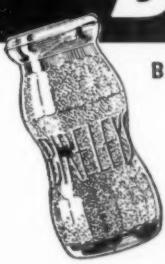
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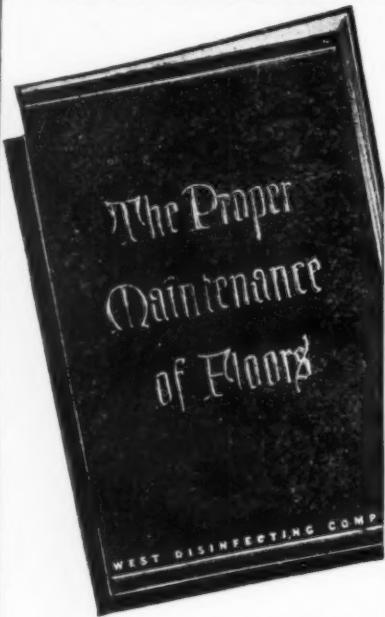
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## New Books on the Sportshelf

**WINNING FOOTBALL.** By B. W. "Bernie" Bierman. Pp. 276. Illustrated—photographs and diagrams. New York: McGraw-Hill Book Co. \$2.50.

**I**N HIS latest book, "Winning Football," Bernie Bierman treats his subject clearly and concisely, avoiding the maze of technicalities that may so easily confuse the layman. The text, however, is technical enough to hold the attention of both the older, experienced coach and the beginner.

The action pictures, remarkably clear, are actual shots from major collegiate games. Such illustrations are a vast improvement over the posed type of pictures used in most books of this character to illustrate a block, tackle or some other fundamental of offensive or defensive play.

The two opening chapters are particularly interesting. The first, "Fundamentals Help," leading up to the second, "Blocking Paves the Way." The writer has always felt that football is built around running and blocking on offense, and tackling on defense. To my mind these fundamentals are the essence of the game. With the recent trend toward "azzle-dazzle" football, forward passing in danger zones, giving the game back to the boys, etc., it is extremely refreshing to read that a resounding block is still sweet music to a coach's ears.

There is plenty for any coach to digest in the chapters on blocking and tackling. Bierman makes the statement that "all other factors being equal, the team that is best versed in blocking and tackling will win." This thought should be constantly in the young coach's mind. I like the way he has presented, and the time and thought he has given to the chapters on basic fundamentals.

In his succeeding chapters, "Let's Run With the Ball," "From the Ground Up" and "You'd Better Be Able to Kick," Bierman gives further evidence to the reader why Minnesota is such a power on the gridiron. The diagrams of the basic Gopher offensive plays all have sound single and double blocking for their foundation. You have the feeling, as you delve more deeply into the book, that even you might have been a Nagurski, Beise, Alphonse or Lund behind such superlative blocking.

While Bierman is extremely block conscious, he does not neglect the forward and lateral pass or the kicking game. Far from it. He goes into every detail of these fundamentals.

The chapters on training, schedule making, quarterback strategy, psychology and daily and weekly practice schedules are much the same as one would find in any such volume. There is little new that an author can contribute on these subjects.

The final chapters, "Mr. Football Fan" and "What Is Football Worth?"

are well worth the reading time. To enjoy the game to the hilt, Bierman advises Mr. and Mrs. Football Fan to watch ahead of the ball.

In presenting this book the Minnesota coach has made a valuable contribution to player, coach and spectator. As Major John L. Griffith states in the foreword—"Bernie Bierman is a great teacher." His book bears out this assertion.

LEN WATTERS

**BETTER BASKETBALL.** By Forrest C. Allen. Illustrated—photographs and diagrams. New York: McGraw-Hill Book Co. \$4.

**A**FTER thirteen editions of "My Basketball Bible," Dr. "Phog" Allen has called it quits. Not that the "Bible" isn't an excellent text, for it is, but the genial University of Kansas coach has a brand new book to offer to the public. His latest effort, "Better Basketball," will leave the bindery during the latter part of this month.

How do we know this if the book is still in the production stage? Though the publishing of the new book wasn't exactly veiled in secrecy, our infernal curiosity got the better of us. Since digesting his stratified transitional man-for-man defense with a zone principle (whew!) anything "Phog" does is interesting to us. Hence, in Hollywood parlance, our efforts for a "sneak preview."

Upon request, the McGraw-Hill Book Co. delivered a package that we first thought was a combination copy of "Anthony Adverse" and "Gone With the Wind." Opening it we found the complete printer's galley of the Allen opus.

It is somewhat difficult to wade through such proofs with professional propriety when the diagrams and captions are on different folios and the galley are three or four feet long. But what we saw convinced us that the good doctor's "got something there."

The book has everything. All of Allen's basketball savvy went into its making. Every fundamental of the game—every type of pass, shot and play—has been covered with the great fidelity to detail characteristic of his coaching.

Over 150 illustrations and 100 diagrams supplement the text. The "Bible," you'll remember, followed a simple X and O key in the diagrams, but the latest set of diagrams have fancy double circles and squares that move freely with the direction of the attack. We thought some of the whirls superfluous and tended slightly toward confusion, but the captions are clear and concise and make the plays easy to follow.

The photographs are all new, none having been lifted from the "Bible." The old introductory chapter on athletic injuries and emergencies that

was so well received has been revised and is now bigger and better than ever.

A long chapter of personal anecdotes rounds out the book. This should prove a welcome feature to coaches who often double as after-dinner speakers.

"Phog" evidently has a weakness for the muses for he devotes another chapter to poetry. Nothing high class, but stirring epics about sports. And don't you dare think that he wrote 'em himself. They were contributed by men like H. V. Porter, Berton Braley and Grantland Rice. In "Casey's Revenge" by Grantland Rice, the mighty man who failed dear old Mudville in the pinch, makes a strong comeback.

**THE AMERICAN OLYMPIC COMMITTEE REPORT.** Edited by Frederick W. Rubien. Pp. 491. Illustrated. New York: American Olympic Committee, 233 Broadway. \$2.

MORE voluminous and imposing than ever before, the American Olympic Committee Report is now ready for popular consumption at half its former price. It's a real buy at two dollars. This exhaustive report weighs close to four pounds and is printed on 8 by 11½ in. glossy stock heavy enough for use as magazine covers.

The volume contains the complete, detailed results of the competition in all sports with a brief description of the events; the results of the final tryouts which determined the personnel of the American team; a complete record of Olympic champions in all events since 1896 with winning performances; interesting reports by the managers of various teams; and such sundry subjects as Olympic Game history, future plans of the International Olympic Committee, financial accounts, etc.

The pictorial illustrations are magnificent, close to 500 eye-filling pictures supplementing the text. The athletes are grouped usually by teams with additional individual "shots" of the winners. Besides these group and individual pictures, there is an excellent selection of single action photographs.

With pardonable curiosity we searched for mention of the E. H. incident. In the report of Avery Brundage, president of the Committee, he touches upon L'Affaire Jarrett indirectly, without mentioning any names. Brundage declares that although the vast majority of athletes comported themselves as gentlemen it finally became necessary by unanimous action of the Committee to drop one individual for "excessive drinking and insubordination, despite repeated warnings."

This boot evoked a storm of criticism at the time, but Brundage blandly asserts that the "informed" section of the public and those "intelligent" enough to read between the lines "rushed" to the defense of the Committee.

The president doesn't spare the horses in his account of the two boxers who were sent home because of "home-  
(Concluded on page 30)

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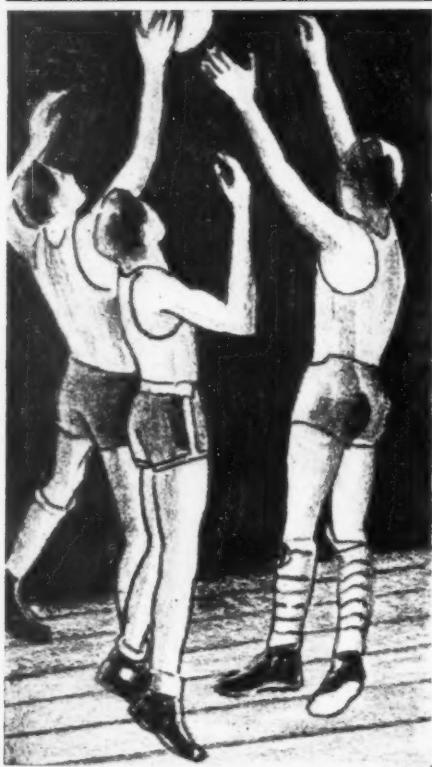
Prepared as directed, Cocomalt increases the food energy value of milk 70%. One ounce of Cocomalt supplies 5 milligrams of iron; 0.15 gram of calcium; 0.16 gram of phosphorus; 81 U.S.P. units of Vitamin D. It also provides proteins which help build muscle and strength. And it does so in an easily digested, quickly assimilated form.

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## New Books

(Continued from page 29)

sickness." The "homesickness," says Brundage, was invented to protect the boxers who had appropriated several expensive cameras while collecting souvenirs.

While Brundage "pulled his hair down" long enough to discuss the sad cases of the famous swimmer and the two boxers, he makes no mention of Adolf Hitler snubbing the American Negro track champions. But the Fuhrer — mustache, swastika, winning smile, *et al.* — is shown in a democratic pose elsewhere in the book autographing some doodad for Helen Stephens, crack Missouri sprinter.

In order to obtain a widespread distribution the Committee suggests that these reports can be awarded as prizes for athletic events in lieu of or in addition to the customary awards. A special gift page suitable for engrossing will be included in the reports to be used as prizes. The following special rates are offered: single copies, \$2 each; 10 copies, \$1.75 each; 25 copies, \$1.60 each; 50 copies, \$1.50 each.

**OFFICIAL INTERCOLLEGIATE ICE HOCKEY GUIDE, 1937-38.** No. 92R, Spalding's Athletic Library. New York: American Sports Publishing Co. Pp. 67. 25 cents.

ALTHOUGH no radical changes were made in the rules for the coming year, the Rules Committee recommended a considerable number of alterations. As the Committee wants it definitely understood, the changes are made for the purpose of establishing uniformity in the rules governing amateur hockey wherever it is played, and at the same time retaining it as a game suitable for school and college men.

The size and shape of the goal crease has again been changed. Last year the crease was reshaped supposedly to conform more closely with the one used in the Olympic Games. The 1936-37 semi-circular form now gives way to a rectangular area 8 ft. wide and 5 ft. deep.

Under the new rules a restraining line replaces the penalty shot mark and circle. This line, 35 ft. in length, is 31 ft. directly in front of each goal cage. Last year's spot was 38 ft. from the center of the goal line.

A slight change in the substitute clause allows a team 14 players, exclusive of goal keepers. Under the old legislation a team could have nine substitute players.

In case of a tie score at the end of the third period, only one 10-minute overtime period will be played in 1937-38. If the score still remains tied then the match will be declared a draw. The procedure last year was for the two teams to play a second overtime period.

With the introduction of the new restraining line, the method of taking a penalty shot has been radically

changed. Last year the referee placed the puck on the penalty shot mark, where it had to remain until the shot was taken. Under the present rules, however, the shot may be taken from any point behind the restraining line. The puck can be carried from as far back of the line as desired, the only stipulation being for the puck to leave the stick before it (puck) crosses the restraining line.

An additional clause under Rule 11, Sec. 2 (b) permits a player in his defensive zone to precede the puck into the neutral zone if he was in the defensive zone when the puck was passed.

The wording of the anti-defense rule has been changed slightly and the penalty is made a minor. In addition to the old special spot face-off, this year a minor penalty is imposed upon the first teammate to enter his defensive zone illegally; or, if more than one enter simultaneously, upon the one nearest the puck.

Other changes in the rules include the following: regulations concerning the scoring of goals have been more fully interpreted; the officials' powers continue during intermission; substitutions may be made in the penalty box under certain conditions; the place of face-off when the puck hits an official is changed; goalkeepers may not cover or trap the puck on the ice; more stringent penalties are imposed for "high sticks."

Also, if a player without a stick kicks the puck the penalty is a face-off; regulations concerning entering the opponents' goal crease are slightly changed; the penalties for certain personal fouls are changed; a misconduct penalty is added for use of foul or abusive language; and provisions are made for a delayed penalty when two men from the same team are already serving penalties.

**FOOTBALL OFFICIATING (SIMPLIFIED).** By Howard E. Beatty and Charles C. Coulter. Pp. 16. Saginaw, Michigan. 25 cents.

THIS little 6- by 4 in. booklet of simplified football officiating is not to be confused with the bulkier E. C. Krieger volumes, *Football Officiating and Questions and Answers on the Football Rules*. However, the authors — both Saginaw, Mich., High School men — did not intend their booklet to be a treatise on rules interpretation, but merely to serve as an aid to young officials on game procedure.

The opus is divided into eight sections: General officiating procedure; equipment and duties before and during the game of the referee, umpire, head linesman, and field judge; time; substitutions; and how to put the ball in play in eight different situations.

Written simply in outline form with certain important details indicated in heavy type, the text is very easy to follow by coaches, players and officials alike. This little volume is well worth the price.

## Wisconsin Plan

(Continued from page 19)

rules approved by the W.I.A.A. If games are played in states where rules other than those approved by the W.I.A.A. are in use, the boys will be eligible for benefit provided the rules used have been adopted by the State Association within whose jurisdiction the contest takes place.

18. A case once settled by payment of a request will not be re-opened if check sent has been presented for payment.

### Plans for future

During the past year, meetings have been held with groups representing the State Medical and Dental Assns. in an effort to develop a plan of co-operation between the W.I.A.A. and those professions in the administration of the Athletic Accident Benefit Plan. The effort in connection with both associations has been to develop a plan under which all boys would be examined by the physician and dentist of their choice; that local physicians designate one of their number to be in attendance at all football and basketball games; that after emergency treatment has been given by the physician in attendance the boy be assigned to the physician or dentist making the examination for attention and treatment, and that the boy be not allowed to return to competition, practice or contest, without the written approval of the attending physician or dentist. The physicians and dentists agree to make examinations and give full care for all injuries, scheduled and otherwise, and they in return will receive in full for their services the allowance made by the benefit schedule.

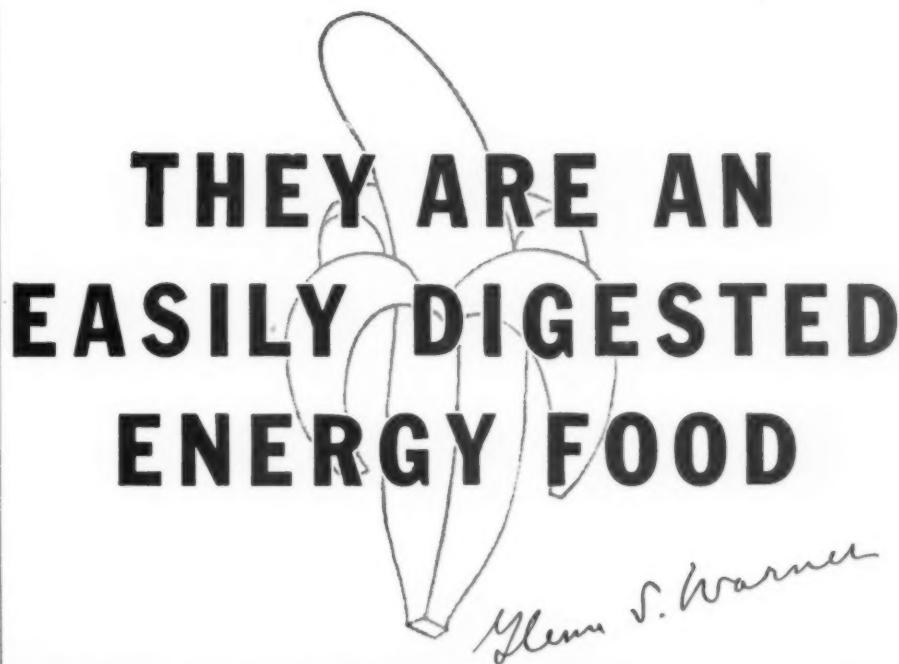
## Basketball Charts

(Continued from page 14)

team percentage are compiled. The team started to slump in the first Middletown game, in which the team shooting average dropped from .286 to .276; against Piqua it dropped to .275; and sunk to an alarming low of .270 against Norwood. This may be attributed to several causes. First, all this happened during and immediately following the semester exams. Also, the boys were riding on the crest of a ten-game winning spree and had begun to feel too cocksure of themselves.

The boys simply let down and it was only through these charts that the coach could show them concrete evidence that something was wrong. Without the chart, it is doubtful whether the coach or the players would have noticed the slump until the team started losing.

Charts may also be kept during the regular practice sessions, but there is a vast difference between shot-making in practice and during a regular game under pressure.



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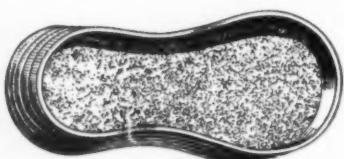
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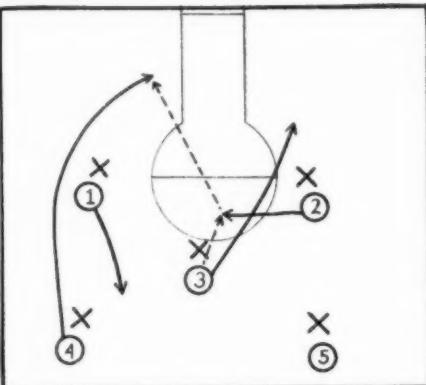
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## Coaching School Notes

(Continued from page 12)

ler, said Hinkle, "We shoot for the ball. Our man-to-man defense is not a riding game. We go for the ball on one out of every four passes." When the offense shoots, every defensive player is responsible for his man on the rebound. Don't look after you shoot; do something.

If the defense is pressing at the 10-second line, pass the ball and do not dribble it across. An intercepted dribble may easily result in a score. Get rid of the ball immediately after dribbling.



Diag. 8

If you're fairly certain of the tap, the jump ball play in front of the free-throw lane quite often is a good scorer. 2 moves over from the right for the tap and may either tap the ball directly or catch and pass it immediately to 4 cutting down the sideline and into the basket. I drives up to prevent the possibility of a switch by XI on the play and to cover X4 in case plans go awry. If 3 doesn't get the tap, I may even intercept it as he moves up. 3 follows up in the direction of his tap.

### Marshall Glenn

Reported by Floyd Schwartzwalder  
Central Junior-Senior H. S.

**B**EFORE filling the blackboard with the kind of hieroglyphics which delight members of the coaching fraternity, Marshall Glenn dissected at great length the basic fundamentals of offensive and defensive basketball at the West Virginia University Coaching School, where Glenn is basketball coach during the winter.

Fake with the body rather than with the ball, suggested Glenn lecturing on ball-handling. Keep the ball as near stationary as possible and in a passing position. The player should crouch slightly with his feet more or less together. This position allows for more freedom to fake with the body and affords better protection for the ball.

In passing, use only the fingers, wrists and forearms to avoid telegraphing the direction of the pass. There is more deception and less

chance of interception in this finger, wrist and forearm method of passing.

Protect every pass with the body. The referee cannot be expected to call every hacking offense, but hacking almost always causes bad passes. Release the ball at such a point as to allow the body to protect the passing arm at the moment of release.

When passing with your back to the defensive guard, keep the ball in close to the body for protection and to camouflage its movements. The thumb is up on a right-handed pass to the right and down on a pass to the left. The average pass should describe a 90 degree arc.

The following are a series of exercises to develop the wrists and fingers: (1) Squeezing rubber balls. (2) Roll and flip passing. (3) Overhead passing drills in which a player catches the ball with one hand and flips it to the other before passing to the next man.

### On offense

Against a man-to-man defense cut closely off your pivot men. Feint in one direction and go to the other. If you can run your guard into the pivot so much the better are your chances of scoring. Employ double blocking on a good shifting man-to-man and a dribble block on a tight set-up of this defense.

Working the ball against a zone defense, move the ball faster than the shift. A short, fast passing game with the bounce pass the stock one is most effective against a zone. A pivot man halfway between the basket and the foul line will tend to draw in the back line of the zone. If they tighten up, the offensive men in the corner have easy side shots; if they don't, the pivot man can pivot and shoot. In any case this pivot will constantly harass the defense—he is always a threat.

### Guarding in a zone

The basic philosophy underlying the zone defense is a direct antithesis of that of the man-to-man defense. The general rule of the man-to-man defense is to play the man, not the ball. In the zone, defense, however, the keynote is playing the ball and not the man. It is wise for a player never to get closer than a yard and a half to a teammate. Against good long shots, play three men in the front line. Glenn prefers the cross-step as the principal means of locomotion.

When the offense maneuvers the ball to a side, the defensive forward on that side is responsible for any pass to the pivot.

## Here Below

(Concluded from page 5)

of itself somewhat ludicrous."

With hundreds of drenched, half-frozen school children in the stands, however, the situation no longer becomes ludicrous but pathetic. Apparently, educational authorities are overlooking the first of the seven cardinal principles of education—health.

What is there so precious about a football game that makes it necessary for it to be played despite weather conditions, wonders Rowe? "Is it so necessary to allow the boys to make an end run in the rain or snow . . . that we must invite hundreds of followers in the name of sportsmanship and school spirit, to sit or stand during the better part of two hours under the same conditions?"

Some of these same wet and cold children must travel miles before finding physical comfort after the game. This Saturday exposure also tends to produce first-of-the-week absences.

The principals and newspapers of Cleveland are getting behind the proposition, and Rowe hopes that the city will go through with it next year.

**T**HE 5-man line, which our 2-fisted friend from Philadelphia, Dr. John "Ox" DaGrosa was publicizing back in the Depression Years, has at last been taken up by the intelligentsia. We see that Yale used the DaGrosa discovery with much success against both Army and Cornell.

At the Yale-Army game the determined stand of the 5-man Eli line gave us great personal pleasure, for was it not on these very pages years ago (See Scholastic Coach of November 1934) that DaGrosa first gave to the world the details of his revolutionary tactic?

At the time there were many among our more conservative readers who pooh-poohed John's pet defense. They called it "theoretical," "visionary," "dictatorial" and, we seem to recall small voices crying "un-American."

"It is as American as Philadelphia Cream Cheese," said Dr. DaGrosa when apprised of these pooh-poohs.

That ended the attempt to crack the line with a Red, White and Blue herring. On the next play it was run out of bounds and off the field of play.

Scouting a sand-lot game the other afternoon we thought we had made the discovery that 5-man football had reached the masses. But alas, it was not so, merely a lineman tying his shoe-lace before going to his position.

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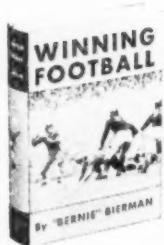
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If you have something for this column send it to Bill Wood, University High School, Iowa City, Iowa.

## Coaches' Corner

stack up this year? Last year marked the Ploughboys' fourth consecutive undefeated season, a total of 78 games without a loss.

**What's new in styles?** Coach Lytle is adorning his Williamsburg, Iowa, team with gaily colored wristlets. Burlington, Iowa, long noted for its innovations, appeared late last season with long stockings, long-sleeved shirts, and tasseled caps. Not long ago Carl Nordberg equipped his team at Escanaba, Mich., with knee-pads in contrasting colors—white, I believe—with a red dot about the size of a silver dollar on the front of each. And to think that some of us are lucky to have enough equipment to keep the boys one jump ahead of the "indecent exposure" laws.

**Brother acts.** Hancock, Mich., once boasted a set of triplets on its basketball team. At Iowa the Teufel twins star in track. Cecil and Virgil Fletcher, brothers, are co-captains of the Illinois College basketball team. Roman and Vincent Yatchak held a similar post at Wakefield, Mich., in their last year of high school competition. Vincent is now captain of the football team at Moorhead Teachers College while Roman is the star quarterback at Iowa State Teachers.

**What is the best short story, or long one for that matter, that you have read about basketball?** Drop me a card; I'd like to know about it. There haven't been many basketball stories yet. Baseball a few years ago attracted some of our most popular writers, Irwin S. Cobb and Zane Grey among others. Rudyard Kipling's *The Maltese Cat*, a story of a polo game, is one of the greatest I have ever read.

**You can't tell** what a coach will do. Marty Mahlberg, highly successful mentor of Stambaugh, Mich., specializes in Russian poetry at summer school. Mark Almli of Eau Claire, Wis., collects books—in spite of his father-in-law's prediction that the library would contain only two volumes, a rule book for basketball and one for football. Clyde Newton McQueen, coach of Beardstown, Illinois, High School, does quite well at the piano.

**A well-known official**, nameless here, was working, quite unexpectedly, his first girls' game. Since he didn't know anything about girls' rules he decided to give the game to the players. The contest grew rough, as only a girls' basketball game between keen rivals can. The official remained quite unconcerned. It was a close, exciting game. Maybe girls just played that way. Finally, in the last few seconds of play an indignant forward demanded, "Damn it! Don't you know when to call a foul?"

The whistle blew. "O. K., sister, that's one on you."

Wonder how John Tarleton will

**Kenneth Cook's article**, "We Don't Boo—Do You?" in the October Scholastic Coach, has made the assistant athletic director of Connersville, Ind., High School a very busy man these days. He has received many letters from schools afflicted with the same disorder that Connersville used to have before the advent of the Pepnocrats—the boozing problem. Requests have also come in from cheering section leaders. All ask for suggestions on how to solve their various problems.

**Thomas Elyot** in his famous *Boke of the Gouvenor*, published in 1531, describes the sport as "Foote ball, wherin is nothinge but beastly furie and exstreme violence." Tsk! Tsk!

W. Bartam writing in Carolina in 1791 speaks more favorably of the Indian version, "The foot-ball is likewise a favorite, manly diversion with them."

**Let's have those letters.** What's new out your way? Three contributions and you are a life member of the C.C.C.—Coaches' Corner Contributors' Club.

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# A MESSAGE FROM THE PUBLISHER OF SCHOLASTIC COACH

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## **The Human Side of Coaching**

**By John W. Knoble**

John W. Knoble gathered the material for this article from several intimate conversations with Marshall Diebold, director of athletics and basketball and baseball coach at Carleton College, Northfield, Minn. One of the few men representing small institutions of about 1000 enrollment, Diebold occupies the important post of chairman of the membership committee of the National Association of Basketball Coaches. He was twice all-conference guard at Wisconsin where he also played football and baseball. Famous for his winning basketball teams at Carleton—dubbed the "Victory Five" by sports writers—Diebold takes more than a mere professional interest in his players. He calls this interest the human side of coaching.

**T**HERE is a lot more to coaching than the box score reflects. Through athletics the coach can go a long way in aiding boys to see issues of character and matters of health, condition and mental alertness, as sports have a hold on the normal boy which studies rarely can ever hope to duplicate.

The man who guides the destinies of high school athletes should not miss up on this opportunity to serve them. Set up certain standards and hold to them. Don't ever weaken on these ideals and in the long run they will bear fruit.

After a stunning loss to Minnesota last year, the Carleton five absorbed two more defeats in rapid succession before snapping out of their losing ways and returning to winning form. The overwhelming loss to the Gophers that caused the temporary slump was puzzling in light of the fact that the Carleton team previously had shown positive signs of having another highly successful season.

What the spectators did not know was the fact that the real Carleton team had not lost to Minnesota. As one of the Minneapolis sports writers reported in his column, "The boys were still mourning with the coach, Marshall Diebold, the loss of his three-year-old daughter. There is a remarkable spirit of comradeship up at the Northfield school, between coach and players."

Coach Diebold's philosophy of coaching was clearly evident in a statement he later issued: "I believe that my appearance at the Minnesota game had a depressing effect on the boys. I could have turned the team over to someone like Dick Arney whose different mental poise might have nursed the boys into a mood inspired, rather than bewildered by the tragedy. I sincerely thought that my place was there with my team. The things which happen on the basketball floor to me are a part of

real living. If we have pledged ourselves to work together as a team, we are each going to sacrifice something for that privilege. We are not just cogs in a basketball machine. We are human beings, highly specialized of course to work together to play basketball, but the real things of life, even such a thing as death, must be assimilated by us in a normal human way, just as if we were engaged in any other ordinary pursuit of life."

The Carleton coach never worries about being too close to the boys. In high school athletics a coach should work for a paternal or big brother friendship with the players. This may not always be feasible with college men, but high school boys are very impressionable and you must win their respect by being a man of your word and a man of high standards, at least high enough so that you will not tend to pull down the standards of the finest type of fellow on the squad.

### **Carleton set-up**

In the athletic set-up at Carleton College approximately 96 per cent of the entire men's undergraduate section are actively engaged in intramural or intercollegiate team competition. The administration treats every sport conducted on an intercollegiate basis with equal dignity. The boy is lead to feel a pride in representing his school, whether it is in a squash tournament, a fencing match or a football game. Student ebulliency naturally builds up the extra interest in the major sports—basketball and football.

Of 74 letter-winners last year, the average grade index was 1:74 or "B"—top sport, 2:21 and low sport, 1:43—all well above the recent 1:03 index requirements set up for captains of all the sports. The emphasis is always on the place of athletics in developing the boy, rather than the boy in athletics.

Several seasons ago, Diebold, walking through the dorms, happened to see a potential first string basketball player who had not yet reported as he was still out for football, smoking with some of the football men. Diebold wondered whether he should discipline the player as if the season were already on, or should forget about it.

Next day the coach called the player, who was a junior, into his office and said, "You know my attitude on this sort of a thing, but I'd like some time

to think your case over. Wait until you hear from me before reporting for basketball." The coach purposely delayed the call for a long time. Finally the team captain approached him. "This man is very anxious to come out for basketball," he said, "he wonders if it's all right and if you think he has learned his lesson by now?"

Diebold again called for the junior and talked things over with him. The player went on to become one of the key men in the success of the "Victory Five" and is now coaching a high school team—a man of unswerving standards in regard to training.

Diebold's most trying case occurred when he had to bar indefinitely from competition four of the school's best athletes, including two regulars on his basketball team, for violation of a training code which strictly held to alcoholic abstinence. Both the student body and athletes realized that the coach had no other recourse.

### **Experiences in college**

When Diebold was a student at Wisconsin, there was a quiet fellow for whom the star athlete used to go out of his way to make feel at home. This quiet fellow's name was Charles Augustus Lindbergh, and Lindbergh has never forgotten Diebold's thoughtfulness during these lonely undergraduate days.

Another Wisconsin friendship, though of a different type, was with one Les Bickel, football manager who used to be the life of the locker room and the despair of coach "Big John" Richards. The team in those days inhabited cramped quarters and Bickel was always figuring out new ways to splash soapy water on gruff "Big John," who, to this day doesn't know the source of all this grief. The irrepressible Bickel was a constant thorn in the side of the coach, the local grocery store and everybody within range of his apparently inexhaustible supply of practical jokes and uncanny knack of mimicry. In Hollywood, today they call Bickel, Fredric March.

Diebold thinks a lot of his coaching philosophy was shaped by an incident that occurred after his first Big Ten basketball game. Diebold, a green sophomore, was sent in at center for Doug Gibson, now a prominent physician in Des Moines, Ia. He was pitted against Blair Gullion, at present basketball coach at the University of Tennessee, who at that time was an all-western center. Wisconsin lost a bitterly contested game, 17 to 13.

Bitterly disappointed, Diebold and a teammate were walking to the train, when they were overtaken by two all-western players, Gus Tabel, who later became football and basketball coach at the University of Virginia, and Rolbie Williams, now basketball coach at the University of Iowa. The older fellows gave the two Wisconsin players some advice that Diebold has always remembered: "Don't take it too hard, boys. Before you're through, you'll lose many more."

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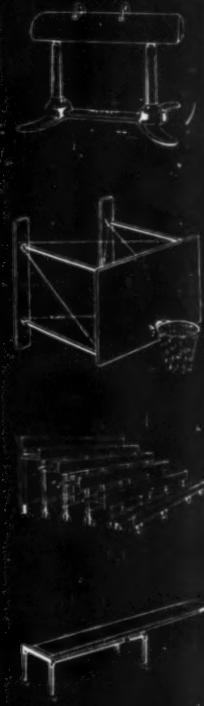
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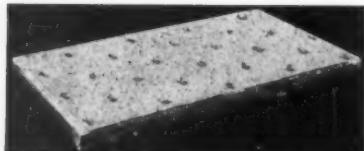
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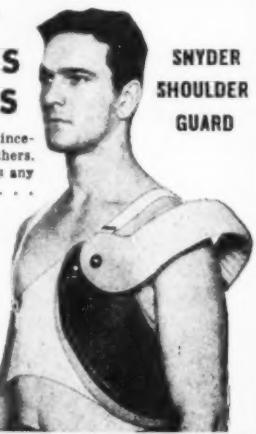
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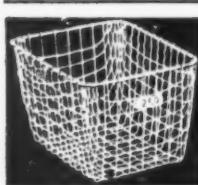
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## Eleven-Man Football Shows Slight Decrease

By Stephen E. Epler

Stephen E. Epler, who keeps us abreast of the times in six-man football, accumulated statistics on the eleven-man game from a survey of inter-high school athletics. In 1935-36 and 1936-37 a questionnaire was sent to the secretaries of the 48 high school athletic associations, requesting the number of member schools, and how many are playing basketball, eleven-man football and six-man football. (Track was included in last year's survey.) Forty-five states furnished the information the first year and every state except Massachusetts supplied statistics in 1936-37. Over 60 percent of the 28,041 public and private high schools reported by the United States Office of Education in 1933-34, are included in the study. The figures for Delaware and California were furnished by the state departments of education. O. L. Webb, secretary of the Nebraska H. S. Athletic Assn., collaborated with Epler in the first survey, and Professor J. F. Williams of Teachers College, Columbia University, teamed with the author in the later one. For corresponding statistics on six-man football, see "Recent Trends in Six-Man Football," in the Sept. Scholastic Coach.

FROM conclusions based on inter-high school surveys during the past two years, there is evidence that eleven-man football may have reached its peak in the high schools of the country. A survey of the number of high schools playing regulation football in 1935 and a similar survey in 1936 disclosed a slight decrease of less than one half of one percent. The decrease itself is not as significant as the fact that most of the schools not playing football are the smaller schools that find it unsuited to their needs and are taking up six-man football which is safer, less expensive and more adaptable.

Of the 17,616 member high schools in 45 state associations in the fall of 1935, 7,425 were playing football. Last year (1936) the membership of the same 45 associations dropped to 17,508, a decrease of 108, and the number playing football fell off by 130. When California and Arkansas are included, the total member schools for 1936-37 is 18,328 and the total playing football is 7,748, which is 42.27 percent of the sum total—approximately two out of every five schools. The percent for 1935-36, which did not include California and Arkansas, was 42.15.

In over two-thirds of the states (31 out of 45) there was no decrease in the number of schools playing eleven-man football, and in 25 states the number playing actually increased. However, the 14 states in which decreases occurred more than balanced the increases. Fluctuation in membership accounts for some of the changes in the number playing football, but when all the states are considered collectively such changes in membership tend to balance each other.

Alabama reported 88 percent playing football while her neighbor, Mississippi, had only 19 percent.

Maryland, where the state association does not encourage football, with 3 percent had the lowest average in the country, but nearby New Jersey led the nation with the substantial average of 95 percent.

The Rocky Mountain and Pacific Coast states showed the most consistent figures. With the exception of three states all these states had between 48 and 62 percent playing football. New Mexico was low of the group with 39 percent and California was high with 82 percent. Arizona had 76 percent participation.

Pennsylvania, outstanding for its excellent calibre of high school football, had 63 percent while Indiana, equally famous as a basketball state, had only 13 out of every 100 schools playing football. Rhode Island lead New England with 85 percent participation, and Maine trailed with 26 percent. Wisconsin, 69 percent, had the highest percentage in the Mid-West.

North Dakota had 40 percent of her member high schools playing eleven-man football and 38 percent playing the comparatively new six-man game. The progress of six-man football in North Dakota has been phenomenal. Three seasons after its introduction, there is a higher percentage of schools playing six-man football in North Dakota than the percent playing eleven-man in the 16 low ranking states.

The last survey also showed that nine out of every ten schools were playing basketball, about half were represented by track teams and one high school in 35 were playing six-man football.

Twelve state associations reported 100 percent of their member schools playing basketball. No state fell below 70 percent participation. Basketball is now the winter sport of nearly every high school in the country.

**Ed. Note**—That six-man football is riding a wave of popularity has been proven beyond a doubt. Mr. Epler tells us that over 1,500 of the latest rules books on the game were sold during the first three weeks of August.

Harry J. Mehre, head football coach of the University of Georgia, ordered 100 rules book for the high schools of the state. Coach Mehre promised a free copy of the rules book to each school that would try the abbreviated game. So far 96 schools have taken advantage of the offer.

The national pictorial magazine, Life, is deeply interested in a series of illustrations of the six-man game, and may run such a series in the near future. Articles on six-man have appeared on the sport pages of the large daily newspapers. The Scholastic Coach office has been besieged by inquiries from news reel companies, magazines, etc.

## From the States

(Continued from page 16)

passes during a down provided they are started from behind the line? Would you favor allowing an eligible player of A to complete a pass after it has been touched only by an eligible teammate? Would you favor allowing a field goal when the ball goes between the goal posts even though it passes below the cross-bar? Would you favor adding resilience limitations to present restrictions on size, shape and weight of a ball?

### Unsportsmanlike conduct

One of the proposed amendments to the by-laws of the Athletic Association would give this body authority to disqualify an athlete for various lengths of time if he is guilty of gross unsportsmanlike conduct. At the present time the only authority the state association has is to bar such a culprit from meets and tournaments which are directly sponsored by the state association.

Many states have interesting by-laws relative to this matter. Here are a few of them:

**Ohio:** Any pupil who is under penalty of discipline, or whose character or conduct is such as to reflect discredit upon the school, is not eligible.

**Oklahoma:** The rule relative to conduct is the same as that in Ohio.

**Utah:** In this state an athlete or his school may be penalized for "defacement or marring of school property by members of another school or the commission of any act by a member of another school which would tend to throw discredit upon the school."

**West Virginia:** "No action shall be taken nor course of conduct followed by school officials, team or spectator which is generally considered unsportsmanlike, or would appear dishonorable if known to opponents or to the public."

**Colorado:** "Member schools are expected to develop and maintain high ideals of sportsmanlike conduct. . . . The Board of Control shall have power to take any measures necessary to enforce good sportsmanship."

**Nebraska:** "The principal shall exclude any player from interscholastic contests who, because of bad habits or improper conduct, does not represent the school in a becoming manner."

**Minnesota:** To be eligible a student must conform to conditions which include the following: "He shall not use intoxicating liquor during the school year and he shall not use tobacco during the season of training for or participation in any school activity sponsored by this league."

### Wrestling injuries survey

Dr. Floyd R. Eastwood of Purdue University with the cooperation of the various state high school athletic associations is conducting an intensive survey of injuries incurred in wrestling.

This study will be somewhat similar to the one he made in connection with football injuries. Various fundamental movements in wrestling have been listed on injury blanks and the cooperation of coaches is being sought.

From this study it is hoped that certain preventive measures may be taken. These may take the form of instructions to officials or they may result in actual barring of further dangerous holds. High school coaches throughout the country are urged by the National Federation to cooperate in supplying data on blanks which will be supplied by Dr. Eastwood.

The National Federation office has recently been in communication with the federal department of internal revenue relative to the liability of the various state associations for income, amusement and social security tax. After a thorough study of the matter, the federal department has ruled that the state associations are exempt since they are educational organizations conducted without profit.

The state department of public instruction is inaugurating a comprehensive physical education program under the direction of Don Seaton. The first step in the preparation of this program is a syllabus which will outline a

physical education program extending from the lower grades through the university. A study is being made of the practices now in use in various states which have been operating under detailed courses of study in this field.

An attractive series of basketball interpretation meetings is being planned for the second week in November. The interpretation meetings will be preceded by a meeting of the Illinois Basketball Committee which will meet at Champaign on Nov. 4. At this meeting the new rules will be thoroughly studied and plans for the following week's local meetings will be made. The Committee is made up of representatives from each of the athletic districts of the state.

H. V. PORTER,  
Illinois H. S. Athletic Assn.,  
Chicago, Ill.

### Idaho

#### Football booming

WITH football attendance figures on the rise and a noticeable increase reported in the number of boys participating, football is definitely booming in Idaho. Ten schools have been playing the six-man game, and in the southwestern district a six-man football conference has been organized. Even touch football is an interschool sport in two schools in the state.

The meeting of the Delegate Assem-

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ON PAGE 40 OPPOSITE THIS SPACE ARE  
OTHER LISTINGS AND FORM FOR SIGNATURE

bly in Boise on Nov. 26 should be as lively and as interesting as ever. Particular interest will center on the election of a member to the Board of Control. The term of L. C. Robinson, Sandpoint, expires on Dec. 31, and Ray Berry of Idaho Falls will ascend to the presidency in January.

The new state championship basketball set-up, which provides for Class A and Class B tournaments, will undoubtedly come in for considerable discussion. The possibility of eliminating the state track meet and centering interest upon the inter-district meets will also demand attention at the meeting.

According to the latest figures, member schools last year controlled the destinies of 32,000 students.

E. F. GRIDER,  
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Boise, Idaho.

## Kentucky

### Football picture

AT THE halfway mark, the outstanding teams in the state shape up as St. Xavier, Manual and Male, all of Louisville. Manual holds a 6 to 0 victory over Newport, Male turned back Ashland by the same score and St. Xavier drubbed Paducah 18 to 6. Henry Clay High of Lexington is also up among the leaders.

St. Xavier battles Male next week,

and Male and Manual meet on Thanksgiving. The outstanding claimant to the state title should develop from these games in Louisville. Henry Clay probably has only one hard game left to play—that with Covington, who, at present, is also undefeated. But Covington's class of opposition has been so weak that a true estimate of their strength is still difficult to determine.

The blue ribbon of spirit and perseverance should be presented to J. T. Vaughn, coach of the Georgetown High School Buffaloes. He is carrying on with thirteen players and making an honest effort to keep football alive under many adverse conditions.

Kentucky high schools, this year, are operating under National Federation interscholastic football rules. The consensus of opinion among the majority of the state's outstanding coaches is definitely in favor of the rules. The most popular rules of the Federation code include the following: permitting forward passes from any point behind the line of scrimmage, 15-yard sideline rule, headgear rule, lateral pass rule, and the substitution rule in the fourth period.

The Federal government has certainly exerted a fine influence on behalf of sports in the state. Practically every section of the state can now boast of several football stadia and field houses, as a result of Federal aid plus community interest. There is an added interest in football in Ken-

tucky this year, and reports point to probably the largest high school football attendance figures in history.

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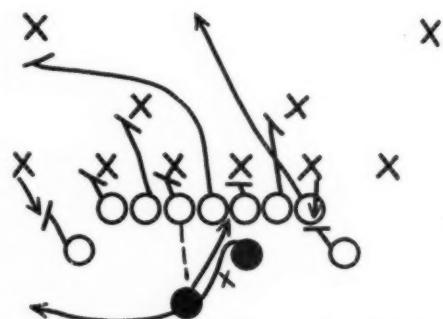
## Texas

### Deceptive plays in vogue

HERETOFORE most of the better teams in the state relied on power plays to supply offensive punch, but so far this season many of the outstanding scoring plays have been based on deception. This is probably due to the fact that the average high school team in Texas this year is smaller and lighter than usual.

The majority of teams are attacking from some type of wingback formation, with the single wing predomi-

X



nant. The play outlined in the diagram has accounted for four touchdowns in three games by one of the best teams in the state. No. 1 takes the snap from center and plunges toward the center of the line as if on a straight line buck. He slips the ball to 2 as he passes him and the latter circles the end. To prevent the linemen from giving the play away by their method of pulling out of the line, the linemen who haven't direct blocking assignments go for secondary immediately.

Amarillo, state champions since 1934, is again expected to defend its laurels. The 6-2-2-1 is the most popular type of defense, and there have been several experiments with the five-man line. The man-for-man pass defense is practically a dead issue in the state.

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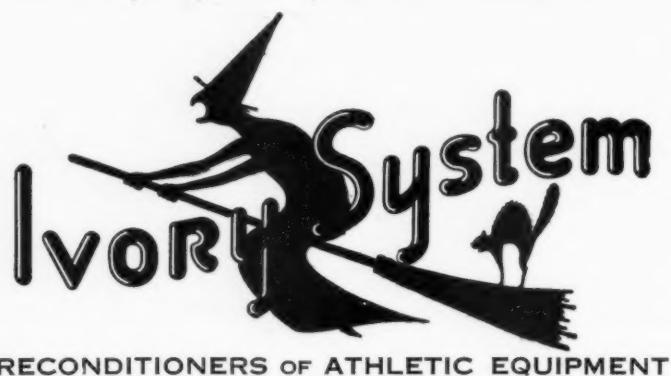
**I**N ATHLETICS conditioning and diet usually go hand in hand. Football players may be injured because they are either not in condition or they lack aggressiveness. The former is definitely within the province of the coach or athletic director to correct, but the latter is mainly the individual's problem.

It has been consistently proven that boys who are receiving rather than giving in situations where there is bodily contact, are the players most often bruised. Boys will often play a minor game in haphazard fashion because they feel even if they are not at their best they can still win. Playing thus the boys leave themselves open to injuries. It is up to the coach to send them into the game in the proper frame of mind.

Condition is all important. A man might have the will to do a good job but lack the physical stamina to do it. We can watch closely to prevent over-work, monotony in practice and other factors that cause staleness, but our efforts are in vain unless at meal-time the athletes replace the energy they have burned up during the game or practice.

The vast majority of football players and other athletes do not have a regular school training table and the players are left on their own in relation to

diet. In most cases they will welcome this responsibility and set up individual "training tables" at home. However, the coach's theory of sound diet and the parents' may not be in harmony, and it may be necessary for the coach to outline sample menus based on sound dietetic information.



Our Salesmen are back on the road again on what we factory folks call their "Missionary Trip." It is true they offer for sale Laces and Leather Innersoles for Football Shoes, and possibly they mention Leather Softening Oil or Cleat Replacements, but their primary object is to follow up on the reconditioning work which we did for so many Schools during the previous months.

In the course of the year we old timers in the shop clean and repair thousands upon thousands of articles of equipment, but we are never really satisfied with our own work until our Salesmen visit our customers and report that our reconditioned equipment is getting hard service—is standing up fine—and that the Coach is well pleased with another typical Ivory System job.

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